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ABSTRACT

As part of a curriculum class in English for doctoral students at Ball State University, these scenarios present an attempt to create an English curriculum that will meet the educational needs of the next generation. The scenarios are based on visits made by the students to Northside High School in Muncie, Indiana. The students analyzed the school's English curriculum; studied the plant facilities; observed and talked with the staffs in English, journalism, drama, and speech; and interviewed the librarians, counselors, and a cross-section of the high school students. Using these data, the university students wrote scenarios on the projected future of the school 30 years hence, making recommendations for altering the English curriculum accordingly. The results are presented in the scenarios. The first details an alternative for the English department, that of melding technological know-how with the humanizing process. A more generalized plan, based on self-realization and the lack of coercion, is offered in the second scenario. In the third one, disturbing questions are raised about the future of education in Middletown, U.S.A. (Muncie); moreover, it offers a curriculum plan in English used nationwide. An imaginative tale of the total destruction of our educational system and the emergence of a "new" English completes the scenarios. (Author/DB)

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Ball State University

Department of English

Thinkable Limits and Beyond

Four Scenarios on the English Curriculum

TE 002 659

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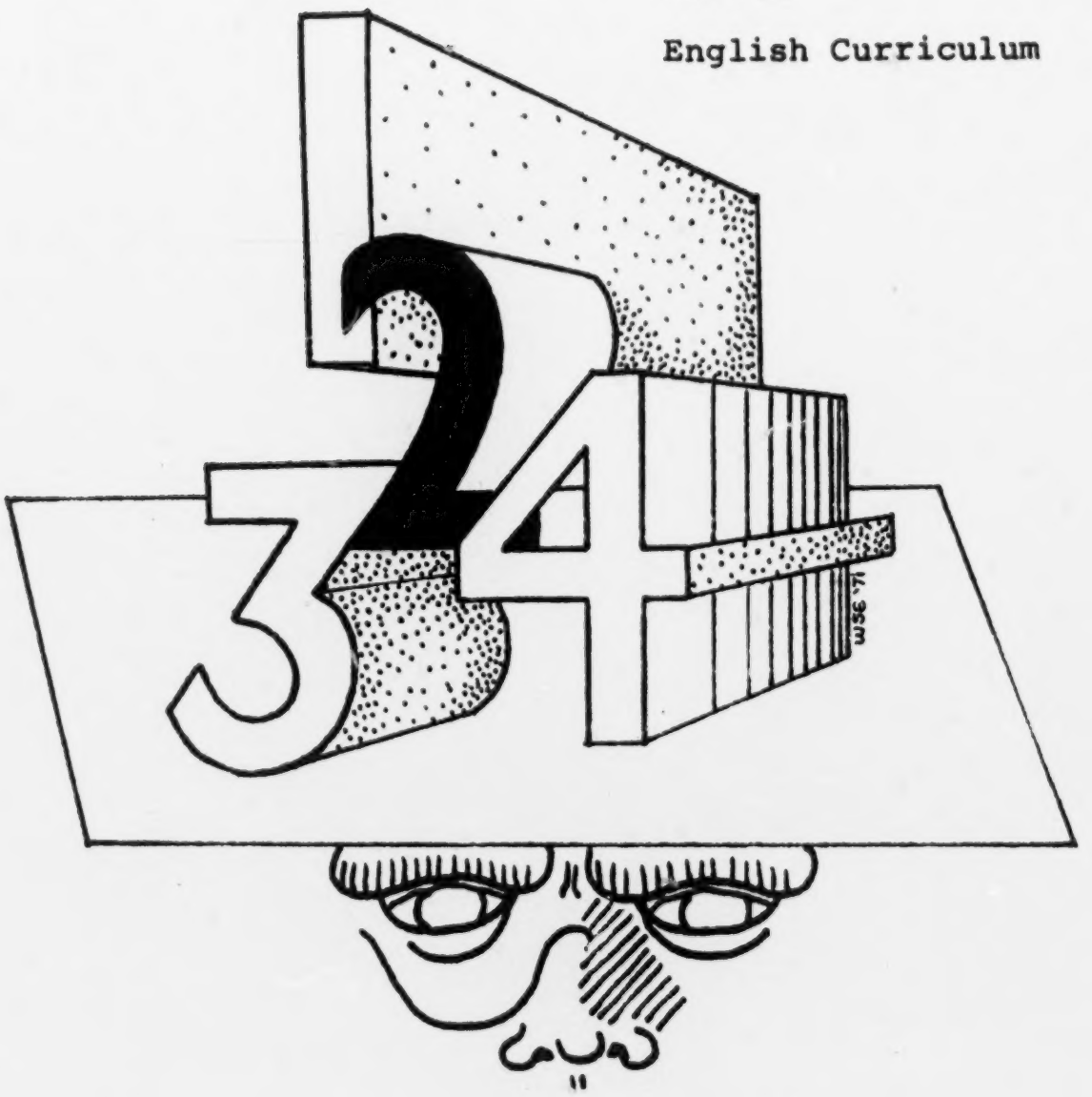
THINKABLE LIMITS AND BEYOND

Four Scenarios on the English Curriculum



Edited by Richard Whitworth

TABLE OF CONTENTS

EXPLANATORY WORD

Richard Whitworth, Editor. iii

SCENARIO I: Delphi Revisited: A Vision of Northside High School, Muncie, Indiana: 2001 A.D.

Jean Hall, Helen Marsh, Joe Rabe, and Leroy Ledeboer 1

SCENARIO II: Round Pegs...Round Holes, Language Arts in the Year 2000

Edward Barkowsky, Louis Boisvert, and Brother Francis Simonetti. 33

SCENARIO III: Some Questions for Middletown, U.S.A.

Ralph G. Dille, Mary K. Heath, Joyce B. Williams, and James P. Ginty 48

SCENARIO IV: The Perfect Public School System, 2200, An Education Fiction

Pearl G. Aldrich 68

Art Work on Title Page by William S. Eickhorst

EXPLANATORY WORD

Alvin Toffler in his best-seller, Future Shock, suggests that the study of futurism become part of the regular curricular offering in the schools, emphasizing those processes involved in planning for rapid change, in speculation and probability, and in predictive methods. A curriculum class in English for doctoral students at Ball State University has worked along these lines of thinking for several years now, offering the students an opportunity to study the past and present trends in English curriculum-making and then to create an English curriculum which they think will meet the educational needs of the next generation. The students sketched possible alternatives to our present realities through the scenario device.

To provide a realistic base for their projected futures, the students visited the new Northside High School (Muncie, Indiana), a school in existence for only four months. The school was readily accessible, and because it was a new school, it offered the additional advantage of not yet having a set of traditions.

The students analyzed the school's course of study in English; studied the plant facilities; observed and talked with the staff in English, journalism, drama, and speech; and interviewed the librarians, the counselors, and a cross-section of Northside students currently enrolled. From these data, the students wrote scenarios on what they believed would be the future of the school thirty years hence, making recommendations for altering the English curriculum accordingly.

The results are represented in the following scenarios. The first details one possible alternative for Northside English Department, that of melding technological know-how with the humanizing process. A more generalized plan, based on self-realization and the lack of coercion, is offered in the second scenario. In the third one, disturbing questions are raised about the future of education in Middletown, U.S.A. (Muncie); moreover, it offers a curriculum plan in English used nationwide. An imaginative tale completes the quartet of scenarios, a tale of the total destruction of our educational system during Black September, 2000 A.D., and the emergence of a "new" English.

I would like to thank Dr. Dick A. Renner, Chairman of the English Department, for making the publication of the scenarios possible, Dr. Frances Rippy for her comments and suggestions, and Mrs. Freda Rice for typing the manuscript.

Richard Whitworth
Ball State University
June, 1971

Scenario I

DELPHI REVISITED: A VISION OF

NORTHSIDE HIGH SCHOOL, MUNCIE, INDIANA: 2001 A.D.

by

Jean Hall | Helen Marsh | Joe Rabe | Leroy Ledeboer

Why do kids have to stay inside for seven hours a day? Gym's always the fun part.

Charlene Marsh
Northside Freshman, 1971

I think the new emphasis in the twenty-first century will be on listening, on designing machines to develop listening ability.

Frank Stafford
Northside Teacher, 1971

Probing voices like these have searched the future from Delphi to the U.S.A., from 1000 B.C. to the present time, 2001 A.D. It was possible in 1971 to hazard a guess where man might go: the materialists who accepted the money, motherhood, and mass production of the common culture appeared on a collision course with the hippy values of vine, verse, and virility. But still a third choice became the educational frontier at Northside High School, Muncie, Indiana: the goal of the examined life, a search for the moral, ethical, spiritual, and natural truths by which the individual is humanized. The instructional model that serves this high priority will by definition build in an effective system for communication, an instructional methodology conducive to creative, individualized behavior, a curriculum which serves as a free forum for examining issues.

Value judgments lie at the heart of curricular choices. A sober view of the human condition must see it both as a predicament and a nurturing, positive environment. Unreasonable man must learn to reason. The enormous potential in man for good or evil, for joy or despair, must be worked out

in the self-directed choices of each human being. Education furnishes the guidance for behavior (respect, communication, love) which will influence human choices through interrelated means and ends toward responsible social outcomes. Pragmatic existentialism affords such a philosophical umbrella, for it suggests that man's responsibility is not only in terms of what he does, but what he becomes in the process of living. It is humanistic because it responds to the needs of man in society. Man, sharing a common condition with other men, must learn to direct his own willed intelligence toward a commitment to life, and a joyful view at that.

After much deliberation, we, the new educators in a new age, have reached an old solution: we must guide our students in their search to understand themselves, as individuals and as members of the world community. We must guide them to an understanding of their own magnificence, the magnificence of being members of the loving, hating, excelling, failing, elating, despairing, thinking, blundering human race, independent members, more magnificent for their own independence, and group members, inexplicably tied to the human family. We must guide them to a realization of their human condition, and we must help them understand that to be alive is always to grow, that the understanding they have of themselves as young people will change and expand, and at no age will the essential education, the education of knowing themselves and their fellowman, ever stop (See Figure 1). In short, we must help them to humanize themselves and to realize that it is good to be a human being.

It is imperative that the humanizing process does not stop halfway. The grave mistake of the 1950's and 60's was that children and young adults were encouraged to search for and to believe in personal freedom without searching for or believing in personal responsibility. This mistake led to much of the chaos and frustration of the seventies and eighties. Today we must guide our students to the realization that ultimate freedom means ultimate responsibility.

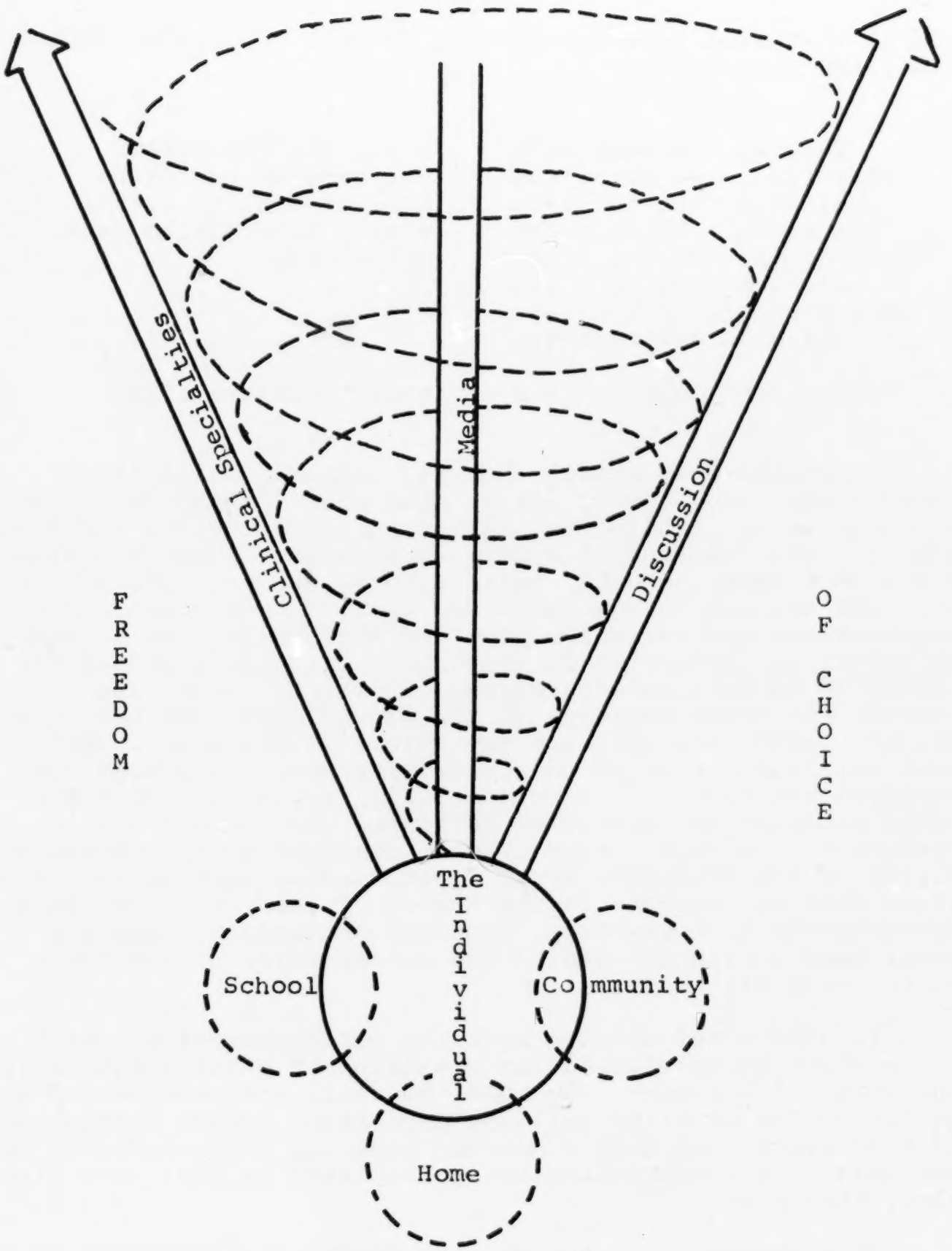


Figure 1. The Humanizing Process

MUNCIE NORTHSIDE LANGUAGE SUBJECT CENTER: BUILDING, FACILITIES, AND EQUIPMENT

> Tune up the learner's sensorium. Go after the kinetic, the tactile, the aural. Educate the emotions. Pupils today are learners in a new way, products of the all-at-once environment.
>
> Father John Culkin, 1969

> . . . the futuristic movement in education must attempt to create widely diversified data offerings.
>
> Alvin Toffler, 1970

Northside High School, Muncie, Indiana, built three decades ago (1969-1970), was at that time planned to provide learning areas, facilities, equipment and materials for from 1200 to 1500 (maximum) learners, grades nine through twelve. Since that time, however, this learning center, like others all over the nation, has expanded into an open school, public-learning complex which provides the public with guidance to learning. Diversity in language curriculum planning has proved to be both beneficial and desirable. Thus, the learner who comes nowadays to the Muncie Northside Language Subject Center for guidance may select either a structured plan for learning or an unstructured plan. Uniqueness and sameness are therefore simultaneously nourished. This dualistic approach to curricular designing grew out of the "structured" versus "unstructured" controversy in curriculum making of the 1960-1975 era. Controversies such as this one, along with an increase in the number of learners, the rapid advancements in technology, improved methodology, and the usual need to expand, led to the construction of additions to the original plant.

In 1980 a new science building was constructed, which for a short while allowed for expansion of other subjects in the original building. By 1990, however, subjects housed together in the original building once again became cramped for lack of space. At that time, the Language Subject Center was designed, its construction being completed in 1991 (See floor plan, Figure 2).

This center, like the science center, is connected to the original building by an underground tunnel that also furnishes facilities for learning activities. Both make use

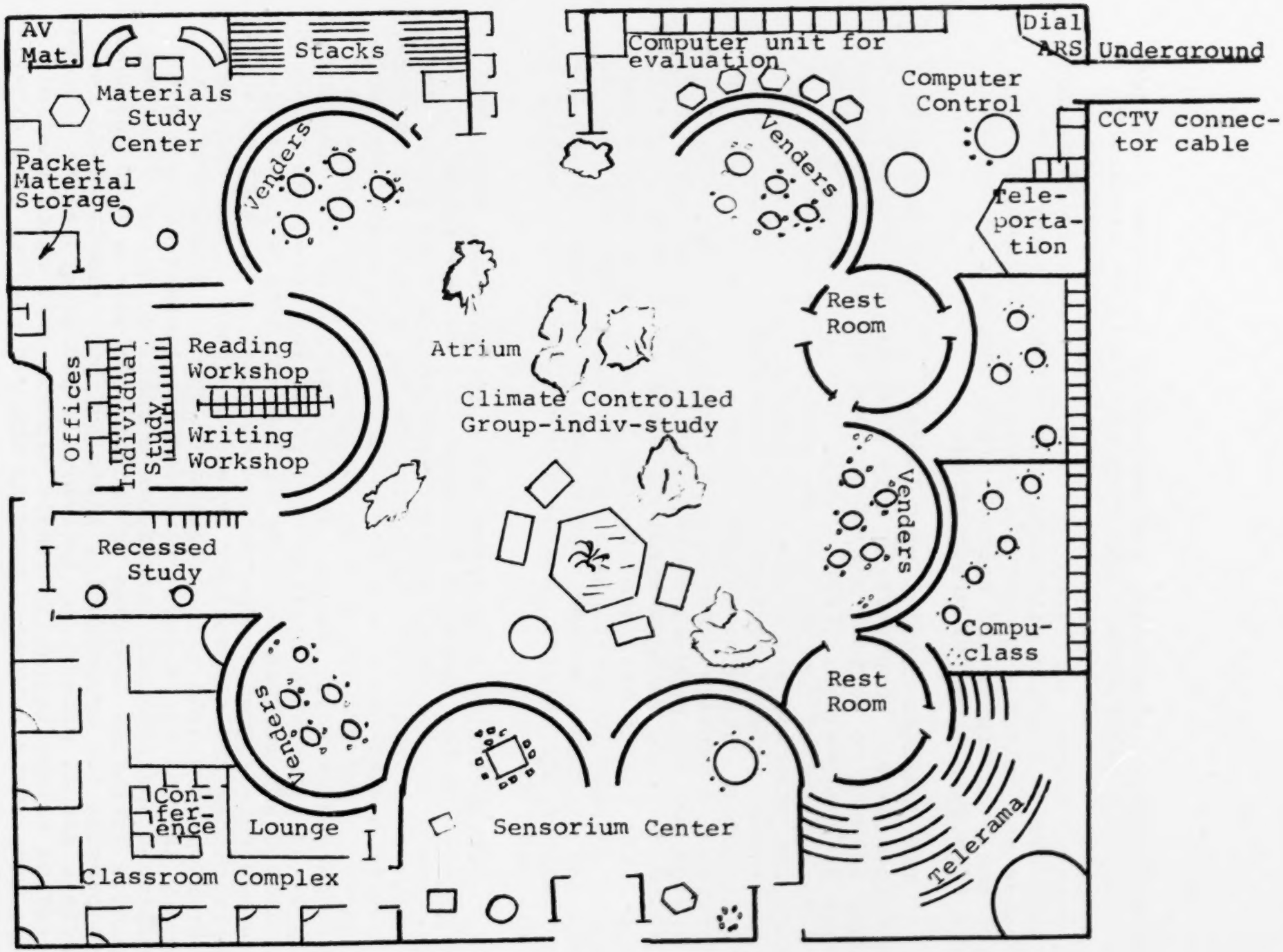


Figure 2. Muncie Northside Language Subject Center (2001)

of technology, knowledge, and perception to render language an exciting experience. The computer-assisted classrooms exemplify this application of technology and knowledge. Spacious, draped and carpeted, each of these classrooms contains twelve carrels with individual viewing screens, keyboards and controls to provide individual learners privacy for their interests and needs. These computer classrooms are also furnished for group study.

The computer control room further utilizes technology and knowledge. Computers in this room set up research, provide answers to various questions, and evaluate learning as well as methodology. Particularly useful is the processing of data gathered for the systems analysis method of sequencing programs and evaluating learner behavioral accomplishments. (See "Instructional Methodology" below.) The "Dial Across Retrieval System," also perfected by computer, furnishes a service considered a favorite by learners. This service won the popular acclaim in the late 1960's and early 1970's of those at West Virginia Wesleyan College. By 1985, the "Dial Across Retrieval System," which by telephone supplies answers to questions a learner might have any hour of the day or night, became highly popular at learning centers throughout the nation. Learners today still rely heavily on this service.

Teleportation into space and time, the most exciting contribution the computer has made to language learning, was perfected seventy years earlier than anticipated by the technologists of the 1970's to celebrate the turn of the century. Just this year the Muncie Northside computer system was enlarged to provide learners in language with this added research and learning means. In the last six months, learners in linguistics have utilized teleportation into time to study dialects and language history firsthand; others in literature have employed teleportation to study drama such as the Elizabethan and the ancient Greek; learners in the writing workshop have used teleportation to study the craft of literary artists firsthand. This technical break-through has exploded learning and introduced a challenging new frontier. Muncie Northside Language Subject Center was in 1990 designed to provide for experiential learning, but teleportation now offers actual process to individuals and groups alike. Skeptics of teleportation no longer disdain that which they did not comprehend. Looking back to the mid 1960's, such experimenters with computer assistance in classrooms like the New York, Philadelphia, and Palo Alto School systems can now delight in the fruits of their experimentation.

An old favorite learning means, still as popular in 2001 as in 1971, thrives not only in the sensorium center but also in the climate-controlled atrium. Following the view held by the medieval Moslems that learning takes place wherever a teacher and a learner meet, whether in a formal classroom or under a tree, and following learner requests for more "under a tree" relaxed learning, the planners of this language center designed the atrium for relaxation. Here learners gather around teachers on the ground beneath the trees, on benches, or at tables where refreshments are available. The use of equipment including portable record players, transistors, television, folding chalk boards, bulletin boards, and felt boards provides facilities for the atrium equal to that of the more formal classrooms.

Also appealing to pleasure in learning, the sensorium offers space for various materials for the many encounter groups that gather. The sensorium is draped, carpeted and furnished with lightweight furniture for mobility and flexibility. Non-intrusive stereo music provides a pleasant background of sound, as it does throughout most of the complex. Works of many artists, classical and popular, decorate the walls. These walls, like those throughout the complex, are colored in soft hues. Shades of lavender and pink decorate the sensorium. Here, through verbal confrontation sessions, the learners experience unmasked encounter, reduction of anxieties, and an increase in ability to relate to one another.

Situated on one side of the sensorium is the classroom complex. Each room is furnished with audio-visual equipment such as a film screen, record player, transistor radio and television receiver. These classrooms are also equipped with a closed-circuit television hook-up, and most of them have a raised stage. Each has an instructor-monitored console to provide instant feedback responses and thus allow the instructor to revise his procedures effectively. The furnishings are lightweight to allow for variety in arrangement and for flexibility in methodology.

To the other side of the sensorium is the telerama. This area provides for large group viewing of lectures and performances by television. Laser technology, or holography, in which light waves from an object are recorded on film and later reproduced in mid-air, provides three-dimensional images of interplanetary activities. This area also provides for live stage production.

Reading and writing workshops located next to the materials center provide for more intensive activities in these specific skills. Again the emphasis is placed upon mobility and flexibility. These workshops aid the learner in experientially acquiring reading and writing skills.

Finally, the materials center--spacious, carpeted, and furnished with lightweight comfortable furniture--provides learners with easy access to printed material such as books, magazines, and newspapers, to audio materials such as lectures on tapes and records of poets reading their own poetry, and to visuals such as films, filmstrips, video-computers, and picto-phones. The learner, moreover, has access to such equipment as typewriters, tape recorders, and record players. Also, sorted materials are housed in one section of the materials center for the compilation of individual learning activities packets and individual compukits for self-paced learning. Self-directed individualized learning is further provided for by the study area furnished with carrels adjoining the reading and writing workshops.

In summary, learner mobility is emphasized. Learning nowadays relies heavily on electronics and is further provided for by the free use of other subject centers, available to the learner both by commuting locally and by using space teleportation. Thus, as prophesied by Marshall McLuhan, Alvin Toffler, and Arnold Toynbee in mid-20th century, language learning has become more and more dynamic and experiential.

INSTRUCTIONAL METHODOLOGY

> Lay it on good, is what I says to a master. Lay it on good. Don't do no harm. Lickin' and larnin' goes together. No lickin', no larnin', says I. That's the good ole way.
>
> Edward Eggleston
> The Hoosier Schoolmaster
> 1871

> The basic technique is still the lecture-read-recite system, in which the teacher does most of the talking and the student counters by doing as little listening as possible. Teachers insist on talking because they find it helps to pass the time.
>
> John H. Sandburg
> Carnegie Review
> 1965

Philosophically, neither lickin' nor lecture ever did equal learning. Curriculum content exists only when subject matter is related to the method by which it is to be learned. It has long been obvious that concept learning is that which the student himself perceives and builds over a period of time in such a way as to affect his behavior. The systemization and technology of 2001 A.D. could easily have created a Frankenstein monster of mechanization and inhumanity, a deadly denial of learning in the name of efficiency, had schools not recognized that facts are not nearly as important as what students see as real, that each human child inherits the peculiarly human mind of the species, sensitive to methods of instruction, to cultural deprivation or enrichment, to instructional stimuli--in short, to many more facets than the one dimensional fact that some children learn faster than others. The new systems and technology have accepted, respected, and liberated individual human differences, not tied students and teachers alike to a sort of "big brother" supervision that strait-jackets initiative, cements curriculum and strangles motivation. Systems and technology are the servants of the learner and his teacher, not their masters. With this caveat in mind, let us unchain our monster and see just what miracles a gentle giant can serve in individualizing instruction.

A systems approach--whether applied to behavioral objectives, differential staffing, flexible scheduling, or the methodology involved in media or group work--is difficult to argue against, for it does not require anyone to accept any specific set of values or purposes. Popularized from the complex industrial analysis systems of the 1960's, the systems emphasis encourages definition of objectives in behavioral terms, suggests performance measures by which to gauge attainment of goals, identifies and develops procedures, evaluates and revises the system itself, and finally advances the whole cycle. Every school has a system of sorts, usually undefined; a systems approach not only aims to support the goals and plans a teacher and student make together by defining their procedures, but also gives objective evidence of accountability for productiveness. It was a fortunate answer to the public outcry for greater accountability (evidence of reasonable educational benefits received for dollars invested) which in the 1970's and 1980's saw the rise of U. S. government contracts with private industry to aid educationally disadvantaged children: e.g., the $180,000 contract to Dorsett Education Systems, Inc., of Norman, Oklahoma, for reading and math instruction to tenth grade dropouts from the regular school system. Output-oriented school management can

now account for its improved use of resources. A systems analysis aims only to make rationally explicit the objectives and programs already implicit in education.

Systems analysis of behavioral objectives was the subject of serious study of the Commission on the English Curriculum at the 1969 NCTE Convention in Washington; their warning, that those who employ such objectives appraise carefully possible benefits and limitations to the humanistic aims of both English and the individual student. In the year 2001 A.D., of course, the systems approach has met and mastered the two main hazards to individualized instruction: (1) the definition of what overall kinds of things the school program in any area is supposedly accomplishing in terms of student behavior (most major disciplines have formulated proximate guidelines), and (2) the sequencing of work so that each student, according to his interests, energies, and skills, can choose from a wide assortment of experiences the units of work he will take and the rate at which he will progress. Like the weather, behavioral objectives were something everyone talked about, but almost no one did anything about, probably because so few knew where to begin. The systems expert who tended to throw up his hands in despair at such nebulous unit goals as "citizenship," "worthy use of leisure," or "appreciation of literature" has now translated these abstractions into observable behaviors. The goal of "analyzing a literary character" can now be more specifically observed in student behavior which "infers reasons for false comments about the character" or "identifies bias and subjectivity in him" without losing the aesthetic concerns of English.

Once overall learning objectives are determined, decisions can be made about roles educators can play; they relate, of course, to the philosophy of the program, the needs of the students, content and strategy of instruction, and the performance criteria which will demonstrate accountability for meeting these needs. The accompanying paradigm (Figure 3) assumes that every teaching position is significant and bases pay on levels of education and experience rather than role assumed; a counter assumption would reallocate funds to reflect differences of responsibility. The paradigm also describes the close relationship between Ball State University, located in Muncie, and the public school practitioners. Each has much to contribute to the other: functional separation of university and public school function would be absurd, for practical knowledge and a body of theory are mutually dependent. Such contacts are sustained

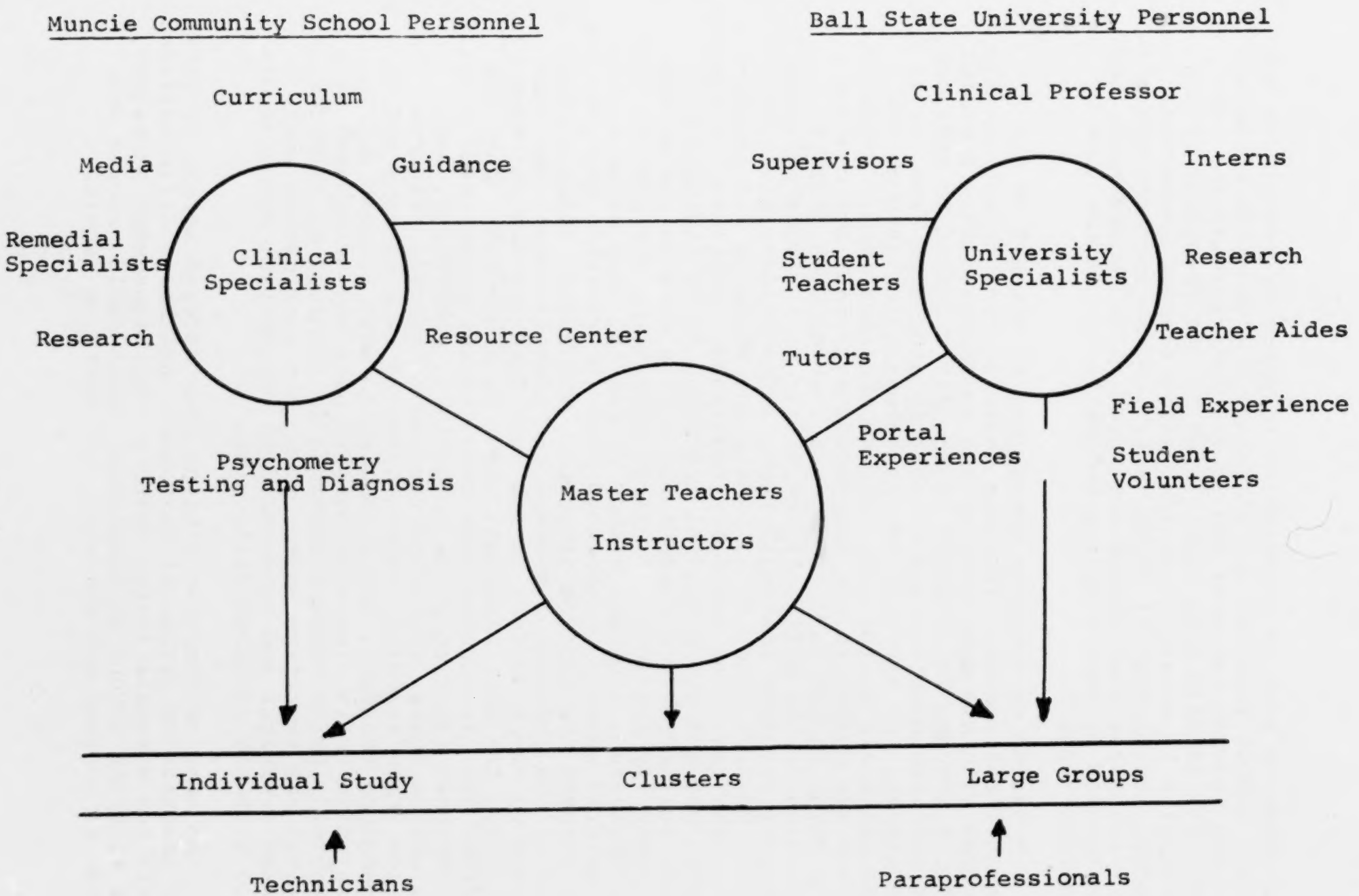


Figure 3. Differentiated Staffing for Northside High School

and cohesive both in coordinated research by professors and public school teachers and in mutually productive exchanges between teacher trainees and public school children. The community schools have capitalized on the resources of the university to establish an innovative teacher in-service center, the purpose of which is to produce and test new theory, translate that theory into generalizable practice, and disseminate it back into the school system in the form of vigorous leaders.

A system of flexible scheduling is typical of the twenty-first century classroom where student objectives are planned with him individually and coordinated into a master plan, a process implemented by regular orientation sessions. The old chronological age or ability groupings have little usefulness, for students are not progressing through the same materials at the same time at the same rate. Students of any age enroll in the non-graded sections, the classes then being phased into steps, e.g., seven-week courses, according to the difficulty of skills or the complexity of concepts required to handle them. Open student election of credit modules tends to eliminate the rigidity and repetitiousness that once ossified traditional curricula. A mini-course may indulge a special interest, or an independent study unit prepare a student for a trip outside the school or community confines. Flexible scheduling may provide time for work-study programs either as partial days or as blocks of several weeks. Uncommitted time is available each day for any purpose the student proposes. The unique human experience of the individual becomes the pivotal value, one once called by James Moffett in his book Teaching the Universe of Discourse the most important trend in education. Once the learner and his teacher have compiled the elements of a full dimensional learning unit--objectives, procedures, and evaluation means, including the use of primary resource fields, team teaching, common-learning experiences, and/or broadgauge teachers, and encompassing both content and interpretive activities--the overall plan may be managed by computer. Daily student progress is recorded by computer against his tentative master plan, his work having been marked overnight and returned from the central computer office with his adjusted daily plan.

As long as learning alternatives offered merely different teachers or different textbooks, neither a differentiated staff nor a sophisticated systems analysis seemed necessary, but with the advent of technology which could program many types of content and activity, all sorts of cognitive

situations should be assigned to teaching machines, programed learning texts, computer-assisted instruction, and individually prescribed instruction kits, thus redefining the teacher's role in terms of close tutorial interactions or personal work with small clusters. This is one instance in which theory and practice have moved toward each other. Mass technology is becoming individualized and personalized in its application, and fundamental change can develop from the grass roots. As both mass teaching and mass testing are discredited, the true unit of education becomes, as most teachers have always thought it should be, the individual or small group working with the teacher. This is the situation which various audio-visual techniques are being designed to meet and most group encounters structured to produce.

Up until the mid-twentieth century, the mechanical aids used in teaching were largely extensions of the teacher's powers of exposition. Chalk, blackboards, models, charts, maps, photographs, filmstrips, slides, films, radio, three-D pictures, photocopy duplicators, telelecture, information retrieval centers--all functioned to extend the teacher's range by bringing into the classroom enriched information. However, new elements which emerge from the technological revolution are those of feedback and feedforward.

Where closed-end goals are desirable, the linear data retrieval and comparison system renders possible immediate feedback selections from its range of choices. Especially effective with cognitive outcomes, this type of computer usage was also developed earliest. The new element of feedback may be seen as feedback classrooms, closed circuit TV (CCTV), audio and video tape cassettes, programed texts, teaching machines of the programed kind, language labs, auto-kinetic-visual-sound equipment, or the computer-assisted classroom. This feedback extends what was once a monologue to a dialogue between teacher and student; it eliminates both the partial responses that once accompanied question-answer techniques in the thirty-student classroom and the delays of the old test-and-grade system. The feedback classroom, with its instructor-monitored console, enables the teacher to ask his question, see instant responses, and revise his procedure immediately if responses are unsatisfactory. Applications can be endlessly expanded through the use of video-tape playbacks of student micro-lessons; skills of various sorts can be analyzed and trial-and-error reduced through instant corrective feedback. CCTV, long the expository medium par excellence, doubles its impact when programed as a feedback medium. Linked with other media, it

forms an instructional system for use either with groups or individuals. One such program begins with clearly defined behavioral objectives presented visually, so that the learner knows what he should be able to do at the end of the lesson. A televisual presentation of concepts is followed by a sequence of questions to which the learner responds by feedback console. A group discussion session with his tutor and other learners clarifies any difficulties, and he is shown on the screen a categorization of results by which he can check his achievements. Such an interaction might be programed as follows:

GROUP INTERACTION ANALYSIS

Time: 1 hour	Activity	Medium
2 mins.	Statement of objectives	CCTV
1 min.	Group in action	CCTV
21 mins.	Programed sequence Category system/subject area covered	CCTV
15 mins.	Discussion period with test responses to CCTV presentation	Tutor and small group
5 mins.	Responses covering subject area on criterion tests	CCTV
5 mins.	Check analyses	Small group
10 mins.	Final summation; replay difficult passages	Small group with CCTV

More open ended and multidirectional in function, the ISVD Harvard System under the direction of Dr. David Tiedman pioneered the use of computers for feedforward and affective outcomes as long ago as the 1960's. Built to take cognizance of change as it occurs, this system pushes frontiers to find ways of actively involving the student in an exchange with the system itself. Though it uses the cognitive, it strives to have the system (machine) interact with the student to solve affective problems in organizing, understanding, and, as necessary, modifying the self, problems formerly the province of counselors exclusively because computers could not handle them. The language between the computer and the student offers a vastly wider freedom of choice. The data of student interests interact flexibly with computer designs to produce solutions which may then be fed forward again in ever widening problem-solution patterns.

Computers in 2001 have taken over the functions of storage, retrieval, monitoring, and interaction, and with them, helped to redefine and individualize both teacher and learner roles. One vehicle for individualizing instruction, the learning activity package, offers both promise and problem: promise, because it can be individually styled and designed for a local learning situation to include logical statements to the student of what he is to do and why, varied choices of experiences and media by which he may achieve his goals, and evaluative tools to assess progress; problem, because it cuts the early adolescent off from the social support of his peers, approval which may be the most important thing in his value system. The amount of time a teacher can spend providing feedback is, of course, limited, and his social approval may be less vital than he suspects, but there are always students ready, willing, and able to help one another. An individualized experience may be co-ordinated with related group activities and peers trained to provide insightful social feedback.

Training groups to diagnose their own shortcomings and correct their own malfunctioning is all part of the revitalized group dynamics known variously as sensitivity training, encounter group work, or T-groups. These task groups aim, through process at the experience level, to create and maintain a microcosm for social, work, and individual role playing. A student does not learn more simply by being placed in a group; indeed, he may do nothing at all unless he plays a role that either helps or hinders him from making a discovery. He must become aware of the behavior roles which are the essence of the group process and accept his peers' responses as to how he is seen in the group (as apart from how he thought he was being perceived). Initial group processes which often apply appear in three areas: (1) dominant, self-serving roles in which a student blocks the ideas of the group, asserts his own over-positively, withdraws or day-dreams, struggles for recognition, criticizes, heckles, or indulges in horseplay; (2) group maintenance roles which encourage and recognize others, reflect their feelings, reduce their tensions, compromise their conflicts and help formulate their standards; and (3) task roles, which initiate goals, procedures, and fact seeking, clarify confusions and nebulous ideas, and pull together final decisions for acceptance or rejection. In learning how group dynamics work, students may rotate roles until group norms for behavior are established. This type of training may well call on the services of the counselors until students have gained enough insight to use group dynamics meaningfully to analyze--say--literature

tasks. It is important that the group task be seen not only as a task per se, but also as a lesson in how to learn. Feedback for a learning model like this could be provided in several ways, possibly by video tape record, possibly by the fishbowl technique in which a second observer group monitors the first participant group and reports on a person-to-person basis what each perceives. Such groups can discuss any subject content, yet at the same time afford continuing role interpretation feedback.

Effective method is a function of effective curriculum. Goal appraisal, staff selection and use of technology or group dynamics all serve one master--the need of the independent learner to realize his own human potential.

CURRICULUM: POSSIBLE

> As scientific understanding develops in any field of study, pre-existing, naive, common-sense notions must give away. Such outmoded beliefs . . . interfere with the application of modern scientific concepts of language and thought to research . . . .
>
> Kenneth Goodman
> 1970

> We need bold, imaginative innovations that somehow get at the basic dilemma of a compulsory, mass system of educating the young. Until we accept schools as places for the motivation of learning, rather than institutions for the part-time incarceration and measurement of the young, I predict little success for the innovative gimmicks imposed on our traditional, selective, and outmoded mechanisms for mass education.
>
> Charles Wilson
> The Education Digest
> 1968

Wilson was one of many who talked about humanizing the schools, making them into places where young people could find joy in learning. The humanistic concept of education herein described is a result of many historical processes and discoveries. The inter-disciplinary attempts of the sixties and seventies served as a background for the dissolution of traditional subject-line barriers. Of even greater

significance has been the explosion of technological advances in the schools and the "miracles" produced in chemical analysis and treatment of children of "below-average" ability. Psychological discoveries in language learning and the concentration on the education of what was formerly considered the "pre-school" child have eliminated the archaic tracking system and reduced almost to nonexistence the concept of having to teach "basic skills" to the school-age child of the seventies. The old team-teaching approach has given way to a team of clinical specialists who are able to assist the student in finding materials and selecting activities. Individualized learning, once questioned in terms of its practicality, has now become a major form of learning.

Of course, English no longer exists as what twentieth-century people called a "school subject." However, books, magazines, and newspapers are preserved in all the historical languages for students to peruse in curious moments. General curriculum content for the school and community is designed by a permanent committee composed of staff, representatives from Ball State University, and other community members, along with a future analyst from the rotating Delphi Forecasting Committee. But the selection of particular studies is left entirely to the individual student, who consults frequently with his clinical specialists. The committee directs all of its recommendations along the lines of humanistic values--a curriculum that inspires each student to become all he is capable of becoming. The curriculum is the sum of school, community, and home efforts to influence the student in the full development of the individual. In this curriculum, sometimes referred to as a curriculum of ideas, the student searches among the values and cultures of the world. The clinical specialists are urged to experiment continually in new methods and situations so that the student may have as wide a range of experiences as possible.

In this kind of free learning situation, almost all past methods of evaluation have become obsolete. The written test over a limited body of knowledge is no longer used as a stimulus to learning. Efforts are made to reduce all pressures on the student. Even those grandparents and parents who went through pressurized school systems are beginning to realize the futility of all artificial motivators. Today's evaluation techniques focus more upon elements outside of the student himself: how frequently facilities are used, what kinds of clinical specialists the school attracts, whether "graduates" return to the school for continued use of facilities, whether parents make use of school and home learning.

Following the principle of a humanized freedom, the open-school concept, which began to find popular acceptance as early as the seventies, has completely taken over all but the most conservative of systems. The student enters and leaves the school grounds as he pleases, continuing his learning in the comfort of his technically equipped home where he has audio and visual contact with the school facilities. But the magnetism of the school center--the sensorium, the atrium, the telerama, the space-time teleportation center --keeps the student at school much of the day.

At school and at home, probably the one factor most responsible for the abandonment of English as a separate discipline was the decision of the United Nations General Assembly in 1990 to replace all national languages with Computok. Based upon the startling psycholinguistic discoveries of the 1980's, Computok enables all children throughout the world to speak clearly by their first birthday. In addition to this, any spoken or written language can be translated into Computok in a matter of seconds on one's inditrans. Thus the traditional tripod of English--language, literature, and composition--has little value as skill to today's younger student. Opportunities still exist for adults to pursue literature studies in the individual Compuclasses if they so desire, but even the staunchest of literary devotees are beginning to find new delights in the multi-sensorial school facilities. Some students do elect to study the history of the English language through the fascinating media of the space-time center--what a thrill to discover the errors of the outmoded English texts! But most young linguists choose to study the workings of Computok as they try to project its future development.

Reading has also outlived its usefulness as a serious human activity for most students; with such facilities as the retrieval system and the telerama, only a few care to burden themselves with reading for information or enjoyment. Composition still continues in the school, but student creation is very different from, say, that of the seventies. When a student wishes to "write" he simply speaks his main ideas into a compuposer, indicating the style he prefers for this construction, and awaits the machine's spoken results. These utterances may be recorded in writing by the machine if the student desires.

Although many English teachers of the twentieth century have chosen to be re-educated as clinical specialists, some have decided to leave education altogether. It does

little good to remind them that the humanizing objectives they preached about communication and enjoyment are finally being accomplished with the superior methods of technology and conferences with the specialists. The new educators recognize that truly individualized learning means that the individual student might not agree with accepted values and customs. Part of their counselling involves helping the student to accept the responsibility for his actions and to see the long-range results of his decisions.

Two of the most frequently used facilities in the school are the sensorium and the atrium, where small groups meet to share ideas in their search for truth. Here, young and old--for education is valued as a lifelong pursuit--react and get the necessary human feedback in the unstructured exchange popularized by James Moffett. The use of oral language in this interpersonal way has not yet given way to the sharing of thoughts through telepathy.

Every age of man has had its soothsayers, some of whom have been uncannily accurate in their predictions. Such was the theory of Harold Mitzel in 1970: "It is my thesis that the last three decades of the twentieth century will witness a drastic change in the business of providing instruction in schools and colleges. Change by the year 2000 will be so thoroughgoing that historians will have no difficulty in agreeing that it was a revolution."

A revolution has taken place, yes, and the young people are gradually showing the humanizing effects of the new techniques, but sometimes listening to a student's autodiary shows a strange likeness to the journals of the sixties and seventies. This one, for example, is taken from the October 11, 2001, microport of Alex _____, age 13. (Although Alex speaks Computok, of course, his language is here transliterated):

> (I still can't believe that when Grandpa went to school he had to go every day whether he felt like it or not. What a torturous system that must have been! Maybe that's why he gets so grumpy sometimes . . . .)
>
> "Don't gulp your pill, Alex! You know what the latest research says about that!"
>
> (You would think that after ten years of speaking Computok Mom would have lost her accent by now. Honestly, I get so embarrassed when she talks like that

in front of my friends.)

"Don't forget your computoport again, Alex. You know how helpless you are without it."

(My God, Dad must think I'm still in primary.)

"And don't forget to recharge the electro on the way to school."

(What a drag. But I guess I'm lucky the driving age was finally lowered to twelve.)

The humanizing process is a never-ending one; home, community, and school work together to lead toward the educational goal of truth.

CURRICULUM: PROBABLE

"The play's the thing . . . ." — William Shakespeare, Hamlet

I see drama as the matrix of all language activities, subsuming speech and engendering the varieties of writing and reading. — James Moffett

As the 1970's waned, education accepted the concepts of behavioral objectives, but in English major issues still divided educators. The questions that were constantly being asked were what is "appreciation" and how is it measured? In other words, are the intrinsic values in literature measurable? After two decades of controversy, a solution has been reached. Today, in the twenty-first century, the only meaningful measure is the student's own objective. He decides whether he understands and appreciates a piece of literature. However, this does not mean that the teacher sits idly by and simply lets the student "appreciate" or "contemplate." The teacher's role is to guide the student as an individual, to set up encounter groups which stimulate and expand his perception, and to provide him with the opinion of an adult who is more widely read. As early as 1975 an ungraded system replaced the teacher as an evaluator who decided upon degrees of accomplishment to assign grades.

Of course, the student still needs some tools with which to measure himself. We provide him with three: dramatization, discussion and writing.

The recently built Language Center now makes it possible to let a student dramatize all of his literary experiences, whether in fiction, poetry, or drama, or other meaningful experiences. Dramatization provides the single most important tool the student has for measuring his appreciation of literature. By honestly enacting the role of a character in fiction or a narrator of a poem, or possibly dramatizing the theme of a poem through modern dance, the learner experientially gains a true appreciation. Although peers and his teacher act as his audience, giving him meaningful feedback on his production, only he can judge whether or not he actually "feels" the role or the theme.

Student dramatizations are not necessarily highly polished productions. They may take the form of street drama, role playing in encounter groups, or extemplay (the acting out of small dramas extemporaneously). Unpolished productions do not, however, preclude polished productions. Students are encouraged to work either alone or in groups to perfect dramatic techniques. It must be remembered that whether the audience--the teacher and the other students--feel a student has accomplished something in his production or not is not nearly as important as the student's feeling that he has. A highly polished production becomes meaningless unless the actor actually assumes, for the moment, the role he is playing. When this internalization happens, he will have made a forward step in the humanizing process; he will have a better understanding of himself and his fellowman.

To prepare for learning through dramatization, the learners first get to know the teacher and the other learners. To accomplish this goal, the first few days of the learning experience are spent in the sensorium and in the atrium with encounter groups. After some rapport has been established, the teacher takes his class to the materials study center. Here learners browse through the stacks, picking out books or magazines that appeal to them. Our wide range of paperbacks (no longer limited since censorship of printed materials was eliminated in 1982), provides every student with literature that satisfies his tastes. In case a student cannot pick a book, the teacher, having gathered understanding and knowledge through the encounter group, guides him in his selections.

The teacher does not, however, force books on a student. He does encourage the student to attempt a new experience in literature by expressing his own enjoyment of a specific work. One goal is to develop life-long habits of inquiry in students, a social necessity now that citizens have more leisure time as a result of the thirty-hour work-week. Forcing a student to read books that he does not understand or simply does not enjoy is detrimental to this goal. With the demise of a mandated curriculum in literature during the 1980's died compulsory reading lists.

There is little doubt that most students will migrate toward modern literature when left on their own, most likely to narrative prose. This is, perhaps, as it should be because most students will base their life-long reading program primarily on best-seller lists. Recognizing this, the teacher at the same time acts as a guide to encourage students to experience literature of the past. After a student has read one type of literature for a period of time, the teacher suggests classics with similar themes. For instance, the student who enjoys the modern mystery, The Dark Side of the Moon Caper, may also enjoy the works of Arthur Conan Doyle, and at a later date, he could try the Gothic tales of Poe. A student who is fascinated by the power-driven hero of Other Worlds to Conquer may be equally fascinated by Macbeth. But whether or not an individual student at any given age comes into contact with classical literature is not important. What is important is that he is constantly given the opportunity and the encouragement to expand his literary horizons.

An integrated society demands the literature of various ethnic and racial groups in an integrated course. Courses are designed to include works that represent all ethnic and racial groups and to encourage all students to become acquainted with the works of every group. It is of the utmost importance for the members of a racial or ethnic group to understand and to be proud of the works of the great artists of their group, but it is just as important for each student to understand the literature of other groups. Literature is second only to personal relationships in giving a student a humanistic understanding of people.

As soon as a student has done some reading, he is encouraged to dramatize parts of what he has read. Despite the positive effects of the early encounter groups, some students may still be shy about dramatizing. For these students, more work in the encounter group, this time dwelling

on the question of why they are afraid to dramatize, is suggested. Once the student overcomes his shyness, the natural love of acting that exists in everyone will make further encouragement all but unnecessary. As soon as a student feels that he understands a piece of literature, he then wants to share his knowledge, through dramatization, with his fellow students. The primary value in this activity belongs to the actor, but some important secondary values are afforded the audience. One student may gain an interest in the literature that is being acted out, or another student may gain a deeper insight.

Since the Language Center offers a variety of materials other than printed materials, students do not rely solely on books. In the new compuclasses for instance, a student views professional actors dramatizing plays, most of the novels, and even many poems. The importance of the multi-media approach has long been recognized. A student's perspective increases when he reads, sees, hears, and views. Viewing dramatization is not however designed to substitute for a student's personally dramatizing. Only the complete involvement of enacting his experience guarantees that the student is internalizing the intrinsic values of literature.

During the seventies and eighties many educators believed that writing would eventually be replaced entirely by the oral language. It is true that by the nineties the universal use of computers, video-phones and dictaphones had completely eliminated the need for writing to communicate information. But as this need disappeared, taking with it the old style composition course, it became apparent that writing would survive for two reasons: as a very important art form, and, even in the hands of the non-artist, as an important tool for self-expression. Today only a very small percentage of students will become artists, but every encouragement and opportunity is still given to the student who does have literary aspirations. For the vast majority of students, of course, writing will be only for self-expression. The teacher does not "assign" writing; instead, he encourages the student to write down his impressions and his reactions, not only about literature and classroom activities, but about every experience he considers important. His attempts to put down in his own words what he thinks broaden his horizons and internalize his literary experiences.

As in the case of his acting, what the student's writing means to his audience is not nearly as important as what it means to him. If he is cognizant of a value that he has

expressed, if he understands himself or a literary theme more clearly because of his writing, his writing serves a useful function. The teacher in Muncie Northside Language Subject Center does not "judge" a student's writing. He attempts to understand it and to increase the student's awareness by discussing it with him.

Although no established curriculum is practiced, a typical Northside student's program might progress something like this: He starts out reading modern adventure stories such as Jerry Brennan's latest, An Irish Boy Fights for the Faith in Outer Galaxies, then sees it on film, and finally works with another student to enact one of its more dramatic scenes. After he is sated with light modern adventure, he moves on to a classic adventure about a young boy, such as Catcher in the Rye or Lord of the Flies. As he reads, he starts to see the difference between light fiction and more serious fiction. Perhaps the difference becomes apparent as he acts out roles or tries to capture a theme in his writing. In any case, it is not up to the teacher to make decisions for him, but only to act as a guide, encouraging him to experiment and to reach out for new experiences.

The student may be intrigued by the inherent cruelty of the young boys in Lord of the Flies, and this interest could lead to a discussion with his classmates concerning the causes of cruelty. The teacher might then suggest that the poet, John Soolid, handles the theme of cruelty in an interesting way in his new poem, "The Man Who Killed the Last Swan," thus guiding the student to contact with poetry. As the student reads the poem, he becomes more impressed by the wild swan's terror and desperate struggle to survive than he is with the man's motivation; consequently, his dramatization could be a pantomime of the swan.

A student's progression through literature is not necessarily orderly. Because he has the freedom to exchange views and to witness other students' productions, and because he sees a variety of productions on the telerama and has access to the vast array of books, films, and records in the materials study center, his interests frequently go in many directions. The same student who is one day pursuing the theme of cruelty may be captivated by two of his fellow students' portrayal of Robert Frost's "The Death of the Hired Man," and go off on a search for more literature dealing with the now almost non-existent rural America. The direction the student goes is not so important as the expansion of his horizons through internalization of knowledge. The philosophy

of Northside's curriculum today was well spoken by Montaigne nearly 450 years ago: "To know by heart; is not to know; it is to retain what we have given our memory to keep. What we know rightly we dispose of without looking at the model, without turning our eyes toward our book. Sad competence, a purely bookish competence."

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By divers ways
we arrive at
the same thing.

Montaigne

Courses should
appeal to people's
sense of joy and
love of learning.

Greta Young
Northside Teacher
1971

The Muncie Northside Language Subject Center of 2001 A.D., in establishing a multi-media technological area, a methodology geared to the self-paced learner, and a curriculum stressing personal values, has sought to humanize the entire concept of what language learning means to the community.

The echoing voices from Delphi have spoken a good many truths in their times, often truths cloaked in the mists of visions. Change is moving so incredibly fast in the twenty-first century that no school can neglect its study of the future, evanescent as that view may be. In 1971, when Syracuse University's Timothy Weaver reported statistics on the Delphi Forecasting Technique, he simply implemented a concept which intuitive people had utilized long ago: that intuitions and predictions of informed people, reacting individually to given problems, can achieve insights into the future sufficiently valid to anticipate change. Humanizing the curriculum of Northside High School for 2001 A.D. was once such a vision.

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Scenario II

ROUND PEGS...ROUND HOLES

LANGUAGE ARTS IN THE YEAR 2000

by

Edward Barkowsky
Louis Boisvert
Brother Francis Simonetti

Any futuristic educational design must center on the concept of education for self-fulfillment. Hence, the schools of the future will recognize in man the potential for learning anything, and they will proceed from a basis that posits the fact that learning is an intrinsically desirable goal for man. Such a design will be drawn from a philosophy that sees education in terms of what Maslow calls "self-actualization." Its curriculum will reflect an education that enlists, in Bruner's words, "the natural energies that sustain spontaneous learning itself--curiosity, a desire for competence, aspiration to emulate a model, and a deepening commitment to the web of social reciprocity." (Toward a Theory of Instruction, p. 127)

Such a conception of the school derives from the presupposition that the society of the year 2000 will be leisure-based, one in which time spent by the individual in self-support will be reduced to a minimum. Furthermore, financial security will be provided by the guaranteed annual wage. In such a society, a large share of leisure time could be spent in self-fulfilling pursuits; hence, education will become a lifelong and highly individualized process. Each person will be completely autonomous in his choice of the area and in the extent of his education, beginning, ending, renewing, or altering the educational process at will. The schools of the future will be housed in resource centers for learning, each of which will provide for the educational needs of each person in the community. The resource centers for learning will

function as places where education-for-life will be possible.[1]

The organization of this type of school will be circular in concept, with one center for administration, and at least seven or eight resource centers in Language Arts, Mathematics and Science, Social Studies, Fine Arts, Practical Arts, Performing Arts, Humanities, and Professional Development. Each of these centers will contain several components that, in terms of our present day, will closely correspond to classrooms. The actual needs of the learners in an area will determine the number of components that will be organized around the particular decision-making mechanism which operates out of each resource center.

Each center will also have its own resource area made up of scholars, learning theorists, psychologists, computerized information, and educators from various fields. Each center will also be hooked up electronically with each of the other centers in the system. Each of the smaller, individual components of the center will be the charge of either one teacher, or a team of teachers, as well as various paraprofessionals. Counselling services will also be available for the group or for individuals in any group comprising a component.

Individual as well as societal needs can be provided for in any of the components through an atmosphere of personal responsibility. When a person enters a component of a resource center, he will participate in learning more about life. The level he will enter will be based on a personal, or in the case of a youngster, a family decision. This decision will be made at the administration center where all decision-making data are analyzed by concerned experts, various pertinent information about learning centers can be stored, and counselling services will be provided.

A person may enter a learning center at any time, and he may remain in a given component for as long as he needs to. He may move on to another component which may or may not follow in sequence from the component he has just completed. He also may complete the whole cycle of components

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[1]Professor Francis Silvernail of the Ball State University Department of Secondary, Adult, and Higher Education has provided much of the inspiration for this paper.

in a given center, and then may decide to move into either the area of theory building or of component teaching in that area, or he may move into another cycle in a different center. If he decides to become a teacher, he enters into a period of apprenticeship, followed by exposure to the learning components in the Professional Development Center. If for any reason while engaged in a learning situation in any component, he decides he needs more knowledge in another area, the student may move over to that center for a time and return to his original problem afterward.

The request to enter into some academic or technical discipline's educational process will be fed into that center's computerized admissions procedure. A date for entrance into that center will then be fed back to be received by the potential student. When he arrives at the center, his personal data will be fed into the individual computer of that center, and from that point to the component teacher. After he begins his work, the student may remain in the individual component for as long as he sees fit. If he finds the learning situations or materials to be too simple, or too complex, he may move on to another area of the center. While he is in the component, personal interaction between the teacher, the counsellors, and the students will promote an atmosphere of mutual trust and personal responsibility. No agent of the component will force the student to either remain in or move on to another component.

The skill/concept components, staffed by competent personnel drawn from the resource center, will be where the actual learning takes place. Components will be arranged to provide a wide variety of educational experiences, from the most simple level, roughly corresponding to our kindergarten, to the most complex, Ph.D. and beyond. It is probably at the highest level that learning will be relatively unstructured, for by this time one will have become a specialist in the field, and he will be capable of engaging in independent research, possibly adding to data or theory building within the resource center itself. The student in each learning component will be guided by both the teacher and the other students in that component who will help him to gain the necessary knowledge about the working operations. In this way, he may learn from others what they have learned about the skill or concept in that component. He, in turn, can share with them the knowledge and skills that he brings to the component.

It is important to keep in mind that none of these centers' components is based on age levels; all of them are based on individual needs, regardless of the age of the person entering them. These components will be rather structured in a sequence that corresponds to a psychologist's model of the developing person. Hence, the various points in the circle of components surrounding the center represent points of development in the learning process itself. That is to say, each component corresponds to a theoretical age level, and the skill or concept in that component, as well as the intensity of treatment to which the skill or concept is submitted, represents what a theoretical model of a human being can learn at that chronological age, but since in practice human beings differ widely in ability, motivation, and interests, the person enters whatever component best fits him at a given time in his life, and he moves on to another component in the same manner. In this way, the center itself, in a sense, becomes the model for the person. Should some actual person fit that model well, it would be possible for him to complete its whole cycle from the first to the last components. Most human beings, however, will not find this arrangement desirable or necessary since much learning also takes place outside of the school.

The components of the learning center may change at any time. The decision to eliminate, adjust, or substitute for a component will arise out of the constant evaluation taking place between the component teacher, and the specialists in the center. The change of any of the components, hence, comes out of the community's response to that component. Hence, the building facilities for these components and centers must be such that they can easily be adjusted to physical needs. They should be inexpensive buildings that can easily be expanded, destroyed, or replaced, should the need arise. The most permanent aspects of any of the centers will be the people who comprise the resource center, the component teachers and the memory bank of the computer. Classrooms and offices, then, will be comfortably and practically constructed, but with their temporary nature always in mind. This conception of the physical facilities of the schools will be a fitting response to the rapid changes that take place in modern society. Following Alvin Toffler's concept in Future Shock, this educational system will be built for changing social conditions and for an appreciation of tentativity as a social reality.

The physical layout for the schools of the future will be quite flexible. The whole system of a learning center could be arranged circularly in one given area, or it may be

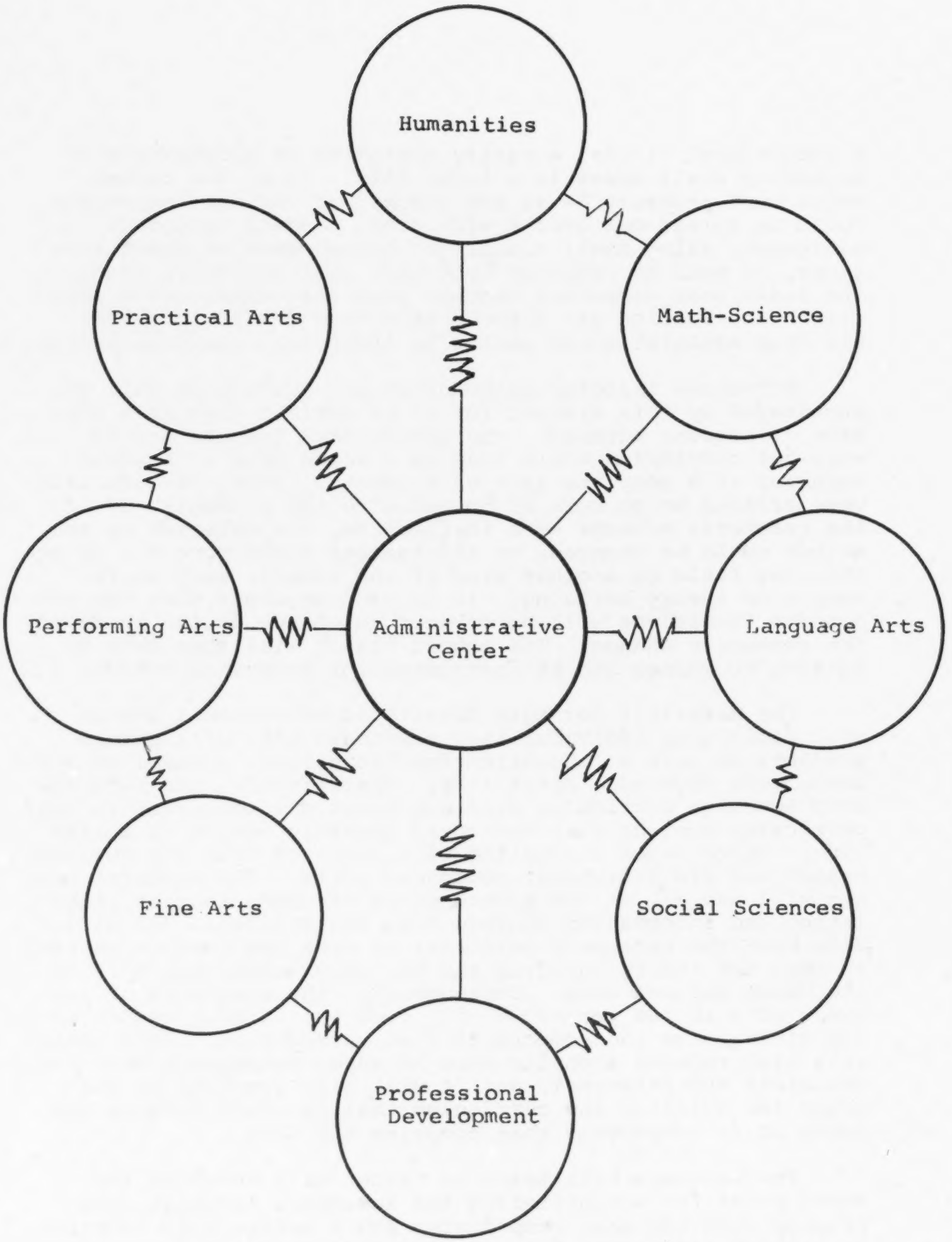

Figure 1. Human Resources Center

a theoretical circle, actually operating in electronically hooked-up small areas in a large city. Thus, the center would most probably be in one place, but various components could be spread out over a wide area. Modern telephone equipment, using small visual and audio means of communications, as well as computer hook-ups, will therefore connect the individual component teacher with the center. The same type of connection can also be made from center to center and from administration center to individual learning center.

Effective teaching methodology and curriculum will be encouraged by this system, for it is obvious that in a climate of student autonomy, the ineffective teacher or the worn-out curriculum would lead to a rapid rate of student turnover or a complete lack of students. Thus, if materials were offered which were of no value to the students, or if the teacher's methods were ineffective, the material or the method could be changed, or the teacher could move out of the teaching field to another area of the school, such as research or theory building. It is also apparent that the components themselves will be subject to change as the needs of the community change. The school itself will then both be subject to change and an instrument for promoting change.

The materials for this futuristic educational design will facilitate individualized treatment that will enable students to gain an education for themselves, a means of pursuing more knowledge about life. Specifically, the Language Arts Research Curriculum will encompass all the areas in that particular subject that one could possibly desire in a lifetime. Hence, each discipline will organize both its resource center and its individual component units. The resource center will use all of the modern means of communication, tabulation and information storage that are available and will also have the necessary personnel to make the center function as both the theory-building and the service-feeding unit of the whole subject area. Consequently, the resources of language arts in the year 2000 will come out of this center to the students in the components that surround it. This center will also receive from its more advanced components both new resources and personnel, and it will also function as the organ for building the curriculum that proceeds through the forty or so components that comprise the LARC.

The Language Arts Resource Center will serve as the focal point for administering the immediate language arts program with its many components, and likewise will function to provide facilities for teaching resources and for on-going

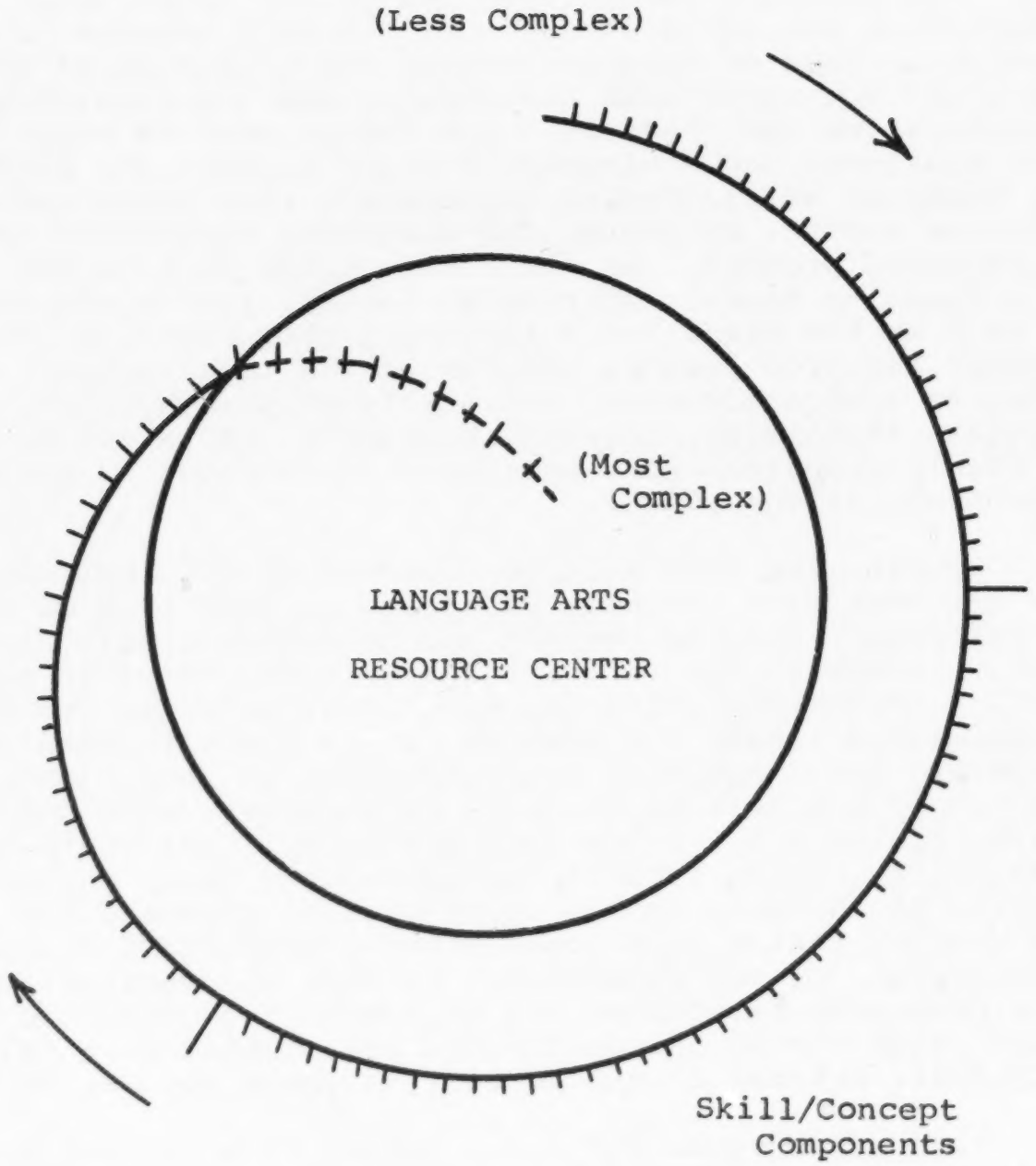

Figure 2. Language Arts Resource Center and Skill/Concept Components

research and development of new theories of language learning. The resource center then has as its major tasks the integration and administration of the many aspects of its particular area of specialization, the supplying of materials and staff for individual components, and the providing of opportunities for research. The center must be supplied with both equipment and professional staff to meet the needs of the numerous skill/concept components, with their varied teaching staffs, students, and different approaches to the educational process. As such, the center will become similar to a clearing house, information center, and supply center, as well as the means for maintaining communications with the several resource centers comprising the total system. In order to adequately carry out its functions, appropriate physical facilities, housing, equipment, and a multiplicity of highly competent personnel must be included as integral components of the center.

Housing the LARC will be a matter of no great complexity, for all that will actually be needed is some type of building of sufficient size to contain the necessary staff and equipment. Probably, the center could even be housed in several smaller structures which may be of less permanent nature. In metropolitan areas, for example, it is possible that more temporary buildings will be preferable, so that elements of the school may be able to shift as necessary with population shifts of the city. This flexibility will eliminate the possibility of the school's being located in an unlikely section of the city due to short-sighted planning and building without taking into consideration population shifts. In rural areas, on the other hand, it will be possible to have more permanent structures and more nearly centralized campuses, with the school components all located on a relatively permanent, central location within a given population area.

Although a seemingly large amount of materials and equipment will be needed for effective operation of the center, the sub-miniaturization of much electronic equipment will facilitate the use of comparatively small facilities, as will the extensive use of computer-based information storage and retrieval systems. The main computer complex will be housed in the Administrative Center with the various resource centers being interconnected with each other and the central computers via telephone cables, microwave networks, or laser-beam systems. The problem of housing large computer complexes in the center itself will thereby be eliminated, and it will only be necessary to provide a small computer, along with an adequate number of computer sending and

receiving consoles which could be connected to the central computers of the Administrative Center. These consoles would be relatively portable and could be transported with ease to points in the center which have computer outlets. It will also be a simple matter to supply send/receive units, viewing screens, or print-out units to the individual teaching components as needed. Hence, if a component leader wished to utilize Computer Assisted Instruction for a time in his component, he could request that the required number of outlets and control units be supplied, a matter which will be as simple as arranging to have a film projector set up and operated today.

Since LARC must be prepared to supply whatever equipment and supportive systems the skill/concept component leaders require, a fully-equipped mechanical-electronic section, together with trained personnel necessary to set up, operate, and maintain the myriad types of machinery will be necessary. The center itself will be equipped with the means of producing almost any type of audio-visual teaching aid, from three-dimensional holograms to the quaint slides and filmstrips of a bygone era. Readily available will be a basic AV library collection in various media which will be readily accessible to teachers and students alike. Of major importance will be the 3-D hologram, which will, by the year 2000, be easily produced and duplicated on miniaturized video-holotape, a process which will allow vivid and lifelike showing of visual resources such as movies. By using this process, a crude forerunner of which appeared in the 1960's, it is likely that teachers in the "Creative Writing of the Past" components could show their students a remarkably lifelike, three-dimensional production of a play, or the students in a holo-media class could tape, edit, and produce creative experimental hologram movies.

The AV module of the LARC would, if necessary, also have access to any other AV collections in the nation and could secure in a few minutes a copy of any piece of material called for by the teacher or student. The rapid accessibility will be made possible by computerized retrieval and reproduction of such items. On a less spectacular level, the LARC will also be supplied with more mundane, but equally necessary equipment such as high-speed copiers, print-out units, duplicators, photographic reproduction units, and office equipment. Along with these items will be included the personnel necessary to operate and maintain the equipment.

Another important aspect of the LARC will be its research facilities and library unit, for each resource center of the school of the future will operate also to provide opportunities and means for the specialist who prefers to work in scholarly research or with theory rather than working in a skill or concept component. Conceivably, the resource centers could be equipped with adequate means for these students in the highest component levels to carry on their studies which may well be specialized research tasks. The research staff itself may be composed of those whose interests and aptitudes incline them toward pure research in fields such as linguistics, psycholinguistics, philosophical systems of education of community research. The highest levels of the skill/concept components will be relatively unstructured and will be made up of students who are involved in highly specialized individual research, possibly within the resource center itself. Thus, those students who are on the highest levels would, in reality, be not merely individuals attempting to master a specified skill or understand a complex theory, but they would be competent researchers and thinkers who are feeding back into the resource center the results of their research, thereby contributing significant data and knowledge to the educational system.

Working closely with the researchers and teaching specialists will be a team of counsellors, psychologists, educationists and linguists who round out the professional staff of the LARC. The specialists will be available to advise and assist in the formation of the new study/skills areas; in fact, one may set up his own component in order to experiment with new methods or theories in his area. The counsellors will, of course, be available to the students if they request guidance and will at all times be well informed as to the content and various levels of components offered in the area. The counsellors would then serve in an advisory capacity, aiding students in moving from component to component, or from center to center. The counsellors and educational psychologists would likewise be available for advising teaching teams, and if necessary, providing for special testing, counselling, or for setting up sensitivity training if needed in any components. Other specialists will have the opportunity to engage in individual research, and they will be available for consultation should students or teachers request their services. One of their duties will be to cooperate with teachers and students, and they will be especially valuable in supplying guidance for the higher level research components. They will also function as advisors to those students who wish to remain in the resource center as apprentice teachers.

The LARC will be composed of forty components or skill/concept areas in all, which, as points of reference only, will be classified into three main areas corresponding theoretically to chronological-age needs of students. These areas will be, in turn, divided among skills and concepts appropriate to that particular level, as for example:

Components	Skills and Concepts
1-10 (Ages 4-9)	Reading, Listening, Speaking
11-25 (Ages 10-20)	Aspects of Popular Culture Technical Writing Reacting and Discussing
26-40 (Ages past 21)	Language Study Creative Literature of the Past Creative Thinking Model Building

The reading program (components 1-10) will be conducted on a strictly individual basis. When a person wishes to engage himself in the reading skills component, he will first be given a computerized diagnostic test from which his reading, or reading readiness profile, will be compiled. The instructor will then utilize these data in implementing an individualized reading program for that person. Children who have special reading needs will be exposed to various learning modalities, such as talking machines and the use of chemotherapy.

These lower skills components will be devoted to the most fundamental reading skills such as synthetic phonics, analytical phonics, sight-word vocabulary and the like. The purpose of these initial reading skills will be to serve as a basis for more complex reading skills. Once a person has mastered these initial skills, he will move up to the next component to be exposed to more sophisticated skills such as word recognition (service words), word meaning and understanding.

Once a person has learned to recognize words and associate meaning with them, he will move on to more comprehensive skills. When the student has reached a given level of reading comprehension, he will advance to such areas as critical and inferential reading, reading to study, library skills and reference reading, and other skills. The key to

the reading program will be reinforcement and intensive practice. The entire program will be developmental. Even while a student is engaged in reading for comprehension, he will continue in components where word attacks, structural analysis, syllabication, etymology, denotation, and connotation are carried out. Reading, which is central to the learning process, will be the main emphasis in early training, for one must Learn to Read, then Read to Learn.

The skills of listening and speaking will also assume primary importance at this level, for theoretically the human person begins to become aware of his social nature at these ages. Hence, verbal communication will be explored from the perspective of the speaker who sends the message in audible symbolization to the listener who must both receive and interpret the message.

The middle components (10-25) will be devoted to skills/concepts revolving around Popular Culture. One will generally be less restricted in utilizing these components than he would be in using the previous components; i.e., after basic reading skills have been achieved, one would be better equipped to pursue individual paths to self-realization. Conceivably, however, one might care to, at various times, expose himself to each component at this point. It would be at this point that the other three phases of language arts, viz., speaking, writing, and listening, would be developed in both skillful and conceptual aspects.

Speaking and listening, already explored in previous components, will be broadened in these components to include the methods of group dynamics. Hence, the students in these middle components can receive special training in clear message-sending through speaking, in understanding the other person's message, and in reacting to or building on the other's message. For the component(s) devoted to this skill, it will be necessary to employ T-group experts and psychologists. The writing components in this area will be primarily concerned with what we now term "technical writing," or with some aspects of what we now term "creative writing."

These components will be composed of such printed materials as newspapers, magazines, and books of non-fiction. These materials would help to reinforce previous reading skills as well as expose the students to a multitudinous survey of the culture. A student will be free to either extend one particular kind of material in an in-depth study, or if he wishes, he can move freely within the components.

Stage drama will offer the student aural-oral experiences. All drama will be treated in this way; drama will not be considered as written. The student will consider drama from the points of view of producing and directing the drama. Hence, if a student so desired, he could explore drama in more detail and become involved in the actual writing and producing of drama; moreover, if he cared to bring this experience to 3-D movies, he could use some of the same skills and concepts with this medium, as well as learn film editing and film script writing.

The electronic medium, television, will offer a student a number of opportunities to work with more technically sophisticated equipment while still pursuing the aural-oral technique or approach to learning. Students could be involved in writing scripts for drama, writing commercials, writing serials, writing dialogue for animated cartoons and other oral-aural-visual types of communications.

Writing in these components will be devoted to a technical skills approach. This would include such skills as the following:

business letters
journalism techniques
writing for industry--manuals,
computer programs
reports
writing memoranda
proposal writing
writing study reports
describing equipment
describing mechanical processes
writing directions
process analysis

The third set of components will be those devoted to advanced concepts in language arts, to creative thinking, and to model building for language arts. These components will be devoted chiefly to language and literature. The language components will be advanced and critical in their approach; creative writing (writing of novels, short stories, poetry, and drama) will grow out of the study of creative literature, but certain components will be devoted to adapting technical skills in this area.

The language components will be centered on the scientific study of language through the use of computers and

artificial intelligence computers. The core of the study will be metalanguage or universal grammars. Transformational-Generative grammar will be the chief model employed to explain language phenomenon; related linguistic sciences might include sociolinguistics and neurolinguistics. This level of study will include research and study leading to a more thorough knowledge of how human beings learn and use language.

Literary studies at this level would include in-depth analysis of the literature of the past. This literature could be approached in various ways: one could study genres, historical development of literature, philosophical aspects of literature, sociological aspects of literature, or purely literary criticism. It will be at this level that literary specialists would be trained, and their resources would be fed back into the resource center. This area will also produce the equivalent of present-day literary scholars.

Creative thinking uses the best minds of the discipline of language arts to explore man's potential. Hence, the students who come into these components are at the highest level in language arts learning, and they will be prepared to apply to living what they have gotten from their encounter with all aspects of the subject. The leader in these components must be one who has engaged himself in understanding and creating literature or discovering facts about language as a means for structuring reality. With his students, he will attempt to add to the already existing body of material in the Language Arts Center. Some of these students may go beyond the group and become part of the personnel of the center itself. These may include our creative writers, linguists, or researchers, as well as those who will make new discoveries about the teaching of language arts.

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Scenario III

SOME QUESTIONS FOR MIDDLETOWN,* U.S.A.

by

Ralph Dille
Mary K. Heath
Joyce B. Williams
James Ginty

I. What Is Our Future?

Society looks to its future in the light of social, economic, and material change. This forward search is called futurism, but only a prophet or a tea-leaf reader would attempt to foretell specific events. The futurist, the planner and the "dreamer," must look not toward specific details in the future but toward the general trends and projections which are indicated in the social, cultural, economic, and material aspects of the present. If, for example, the current economic and population-growth trends continue, both the population and the Gross National Product of the United States will be doubled by the year 2000 A.D.

Current practices indicate a shortened workweek composed of seven or seven and one-half work hours per day for a four-day week. In addition, the changing of legal holidays suggests that holidays may increase in number to ten or more per year and that they will be recognized to coincide with long or extended weekends. Mankind will, then, have approximately equal periods of leisure and of work. To occupy this increased leisure, man will fill his life with more and varied sensate and epicurean values. Greater leisure, however, does not suggest more-varied interests. Instead, those persons who enjoy television will watch more television; those who enjoy hiking will do more hiking. In general, the prestige elements of some leisure activities will decline, for more

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*Taken from Robert S. Lynd and Helen M. Lynd, Middletown. New York: Harcourt, Brace, and Company, 1929.

people will be involved in the use of such leisure, i.e., skiing and boating were traditionally limited to the leisure class, but these activities are available to almost anyone in 1970. The increase of population and of leisure will force the emergence of a greater number of recreational facilities, but the general use of leisure will remain somewhat static. The mental attitude of the nation seems to be drifting from the "sin" of hedonism to the "joy" of hedonistic, sensate, and epicurean pleasures.

The current humanistic value of mankind will be modified toward community or national social values. In other words, the worth of the individual may be measured and evaluated according to his usefulness or dedication to the total community welfare. Individualistic qualities might well be looked upon as egocentric deviance from social standards. Socialization of individuals, emerging from humanistic interests such as social welfare, health, and education, has been generally accepted as necessary goals in American life and is championed as "essential" to life. Current support of minimum-wage laws and public welfare represents a change of social mores which leads toward a society in which the individual must subject himself to pre-established social goals of the state.

Although prospects for extreme change in schools seem limited within the next thirty years, certain aspects of the education system in 2000 A.D. may seem quite innovative or undirected by the current graduates of progressive public schools. Today, great attention is paid to the use of modern technology in the profession of teaching. The use of teaching machines and other technological instruments (premature, oversold, and force-fed to our educational institutions) may create lock-step education and pre-set mental conditioning. Current educational programs devised and sold by businesses may be the forerunners of highly depersonalized education. The role of the school may change to that of a center for community direction, recreation, service, training, and perhaps leisure.

Genetic and life expectancy control, of course, are more and more available. In all probability, greater control of these factors will continue. Thus, the working mother might expect child-care centers for her younger offspring. These centers are currently supplied as fringe benefits by some industries, and public-sponsored services are becoming more available. As these become more widespread, the modern school may change, especially in the use of time. The

9:00 a.m. to 3:00 p.m. school day may expand to accommodate both the early and the late work shifts by opening before 7:00 a.m. and remaining in full operation until 11:00 p.m. or later. Education will begin at an earlier age. Public facilities will soon become available for children at about age three and will continue, in a majority of cases, through the pre-adolescent years. The role of the teacher, of course, will change, and the concept of self-contained living-learning areas supervised by a substitute mother may flourish. Teaching will be done by assistants to the substitute mother (coordinator) who supervises and controls the personal and social development of each child.

The current ideologic demand for extended education will change. The public may require a more prolonged adolescence for children by increasing the years of compulsory education. The cost of such a projection, however, may force the public to accommodate a more realistic point of view wherein general education might cease at the seventh or eighth grade level. Such a move would create an intellectual elite--those persons whose academic abilities were superior. Current practices to give financial support to scholars for higher education are widely accepted. An extension of this concept would suggest that the future society may directly finance and support those secondary and collegiate scholars who have exceptional ability.

In addition to educational changes, communities and, hence, schools will need to become adjusted to the acceptance of behavior patterns which were once considered abnormal. Living arrangements such as polygamous unions, homosexual marriage, and single-parent families are already evident and will become more common. The continued lack of public privacy may force some people to be judged incapable of public scrutiny and to be isolated or to be treated with mind-controlling drugs or processes.

In all societies, it is essential that a person be trained to participate meaningfully in the society. This training must be determined by some institution. Currently, the power structure of our culture lies with industry and with consumer goods. If the schools are to remain, they may become the educational and sociological monitors for the communities. Hence, schools may serve the entire needs of a community. Learners need not be limited to the youth of the community; all ages might benefit from the services of such centers. The extended "round-the-clock" functions of the school may be multitudinous, and the operations may function

on a year-round basis. With change in the patterns of society may come the need for the development of special services such as household care, food services, personal services, laundry, etc.

Inasmuch as 80 percent of the job needs in the future will require less than four years of college, the direction of child-training centers will be toward the professional and technical workers in recreation, social work, appliance services, hospital workers, building craftsmen, etc. For those few professions which might require college training, early college admissions will be essential. In addition, the preparation of students for social usefulness and participation in society may well be completed at a somewhat earlier age than is now considered minimum. This does not mean that education will cease at this time because provisions for continued re-training and re-learning are essential if technicians are to keep abreast of technological change. This would suggest that schools might offer, not the usual semester or quarter courses, but continuing series of short courses with specific goals for developing skills, attitudes, or experiences needed by the community.

Inasmuch as society feels increasingly that it can "afford" many kinds of deviation from the virtues of the current work-oriented society, a greater emphasis upon the role of the school as social and psychological molders may be made. From this may develop a social priority for occupations and professions. With the further advance of a "throw-away society" in which parts rather than appliances may be returned for replacement or for repair, a high priority may be placed upon the technical repair occupations and upon the technical service professions. The trend toward social acceptance for such professions seems evident in the somewhat recent advances made by the building trades as well as the service occupations and associated with ecologically-oriented services.

It seems apparent that, with greater emphasis upon the service and the technical repair occupations, additional re-training must take place at all times. Not only will older persons need to re-train in order to remain within the work force but also younger trainees will need to re-train from time to time as changes occur in technology. Even today, technological changes occur so rapidly that both humanitarian and technological professionals must refresh or re-train within their professional fields every five to seven years.

Society's needs for leisure centers, re-training centers as well as housing associated with the decline of the middle-class concern for home ownership would lead to the development of more sophisticated architectural engineering associated with the most efficient and most convenient use of space. Certain developments in larger cities already include recreation, living, working, and service areas within one building or within convenient walking distances. The concept of the open, unused hallway may disappear from our schools and public buildings as services become more detailed and space requirements become more demanding.

Current philosophies of education emphasize individuality or self-actualization, but this self-actualization is controlled or conditioned by the school and by the community environment. If current trends toward nuclear family units continue, communities may have less and less influence upon the operation of the educational centers. Hence, the role of the individual student would be directed toward pre-set social goals approved by the economic, social, and psychological needs of the community.

Much current education is still based upon eighteenth-century standards, and it does not seem to take into consideration that our culture is becoming increasingly youth-centered. The concept of the school is still based upon the idea that the family unit is essential to our culture, but the importance of parents to children is being challenged and the family unit is modifying into communal units. Thus the importance of the parent to the child is and will be minimized after the pre-adolescent years; youths are becoming the cultural pace-setters, and the family unit is no longer a productive unit but rather a consumer unit which has definite relationships with economic and social institutions of our nation. Unless schools recognize these changes and respond dynamically, they will have diminishing relevance to the society and to the community. On the other hand, perhaps the schools can become the centers for the cultural, social, economic, and educational controls which will be necessary if man is to remain the controller of his society, of his environment, and of his technological inventions.

II. What Is the Future for Our Schools?

Futurists are, for the most part, a highly optimistic breed of people--not that the sort of future which they envision is inevitable, but, if they did not take an optimistic view, they would not be futurists at all but would be resignedly polluting the environment like so many others, living for today and letting tomorrow look after itself. We must agree, however, that any "real future" is predicated on the solution of three major problems: (1) the immanent and disastrous over-population of the earth; (2) the destructive misuse of environmental resources and technology; and (3) the constant threat of thermonuclear annihilation. Assuming that solutions to these problems will be found, we can project at least two possible sets of conditions for the year 2000 A.D. One of these is "bad" and the other, "good"; the arrival at one or the other of these sets of conditions will be decided in great part by the chance directions taken in the next few years. There are, of course, many possible variations on either theme, but both of these projected sets of conditions --both "futures"--will be based, first, on conditions that exist today and, second, on the solutions to the three aforementioned problems.

The population of 2000 A.D., even of the United States, will be too large and too unevenly dispersed for comfort, and technological and sociological problems presented by the crowded conditions will have to be dealt with. Population growth may be mostly controlled, but many citizens will probably still consider such control an infringement on personal freedoms. The traditional family will have by 2000 A.D. lost much of its strength, and much of the population will be centered in large urban areas. Kahn and Wiener in The Year 2000 foresee three "megalopolises" which they have labeled "Boswash," "Chipitts," and "Sansan," according to their geographic locations. These areas will contain approximately 140 million people or 7/16 of the population of the United States, and Muncie, Indiana, will be a fringe suburb of "Chipitts"--the Chicago-Pittsburg megalopolis. We are already familiar, of course, with the problems arising from the conditions of living in large cities, and, while many of the present problems such as housing and transportation will have been eased, none will have been solved completely. Some will be magnified, and a few new ones will have arisen.

In addition to population problems, we will still face serious environmental difficulties in 2000 A.D. We may

presume that technology will have advanced to the point that many of these difficulties can be dealt with, but science and technology--and for that matter society at large--will still be in the midst of developing a set of attitudes stemming from an awareness of what ecology means. Even partial acceptance of such attitudes will require a monumental change in social and individual actions and goals, or, to use the popular phrase, "life-styles." And, a change imposed as rapidly as this one must be, will almost certainly result in widespread uncertainty and dissatisfaction. Our present preoccupation with the mindless consumption of products and the equally mindless discarding of "waste" will have become a much less pervading cultural influence, but, because many industries and individuals have come to accept this cycle as a fact of life, its total elimination may be difficult.

Advancing technology itself will bring far-reaching changes in economic and social structures. While all the work of the world will not be accomplished by machines, there will have been a great increase in mechanization. Individual standards of living will probably be approaching a relatively general standard level, and the hours of necessary employment will be shortened. Furthermore, time spent in training for jobs will not be extended, as it is now, throughout adolescence into early adulthood, but will be distributed in relatively short periods of training throughout each individual's life.

As a result of these conditions of which the common factor is change, we can assume that, whatever else may be the character of life in the United States in 2000 A.D., two major characteristics will definitely be apparent. First, while government may be less nationalistic, its control will be exerted quite strongly over the actions of all citizens; and, second, education for people of all ages will be of prime importance.

If the least desirable set of conditions prevails in the year 2000, the role of the school would not be to educate in the true sense of the word, but to train people--perhaps one might even say to program them--not only for jobs but also for the occupation of their leisure time and for social interaction. They would be made to conform whenever possible --perhaps through brainwashing methods or drugs--and, when conformity could not be obtained, they might be eliminated.

This kind of future is quite possible. There is, however, a more cheerful possibility. The second "future" is

not ideal, but will, we may hope, be directed toward an ideal situation. The primary goal of this society will be universal awareness of the need, both individual and social, for a truly civilized, humanistic society. The role of the school, in this event, will be a most important one. Job-training will, of course, remain a primary function, but the schools will also provide education and opportunities for social interaction and leisure activities. Schooling will include a broad spectrum of activities in which people of all ages will participate at all times of the day and of the year.

With the re-definition of cultural, social, and educational goals, the structure of the American school system will change as radically as the structure of society in general. All these changes will be inter-related; it will no longer be possible for the schools to cling to systems and ideals that have been discarded by society in general. It is to be hoped that the American educational system in 2000 A.D. will lead as society progresses toward greater civilization.

How Middletown, U.S.A. meets its social, economic, material, and educational issues will determine which of the many futures--"good" or "bad"--it will have.

III. Where Will Middletown Be in 2000 A.D.?

Any project dealing with futurism, depends upon an analysis of the growth of a certain entity, for the future of anything cannot be divorced from the organic mutations it has experienced. The city of Middletown and its school system have gone through many developments. By reviewing trends in key areas, one may be better able to predict what may or may not be.

The growth both of Delaware County and the Middletown city populations has been rather consistent for the past twenty years, and the county increase has depended overwhelmingly upon the growth of the population within the city limits, an area of 12.2 square miles as of June, 1970. The growth of Middletown seems to lie in its ability to annex surrounding townships. The city limits now comprises approximately one-third of the total county area, and, if the rate of annexation continues, the city limits of Middletown will include an area of 24 square miles, or two-thirds of the

present county area in 2000 A.D. The population projection of the county for 2000 A.D. predicts a population of nearly 216,000 of which the Middletown population would be 174,500.

The evolution of the Middletown Community Schools has continued from the initial construction of Washington School in 1899 to the latest construction of Northside High School in 1970. Currently (June, 1970), the school system includes 22 elementary schools, 5 junior high schools, and 3 senior high schools with a combined enrollment of 19,104 pupils.

By mathematical projection, the enrollment should consist of over 35,000 students by the year 2000 A.D. To meet the needs of this increased enrollment, as far as physical plants are concerned, (1) the thirty schools presently in operation will either undergo additional construction and expansion or (2) more schools will have to be built. If this last possibility occurs, a system incorporating at least thirty elementary schools, seven junior high schools, and five senior high schools may exist in 2000 A.D.

The site of the newly-constructed Northside High School comprises 16.8 acres, which is sufficient for physical expansion. Because population shifts within the city make the northern area of the city the fastest-growing, a full capacity of 1,500 students for Northside is to be expected. If the population shift toward this section continues, Northside High School will need to be expanded and the construction of another senior high school in that area will be necessary.

The current adult education program consists of adult basic-education, high school completions, enrichment programs, a manpower training center, and adult vocational evening programs. The current enrollment total is 812, and there is no reason to doubt the future existence of the adult education program. If, as is predicted, the work week will be shortened and the population will have increased, it is feasible that a proportionate number of persons will utilize the resulting free time in an adult education program. It is, therefore, expected that a more diversified program with as many as 2,500 participants will be a reality in 2000 A.D.

The following capsule account of the current status of Middletown illustrates the basis upon which the future of the city will be built.

MIDDLETOWN is the employment hub of several smaller towns and rural counties. There is little factory employment opportunity for women. Federal Manpower Training and local trade schools provide skilled workers.

CHURCHES: 88 in number: 82 Protestant, 2 Roman Catholic, 1 Hebrew, 1 Christian Science, 1 Seventh Day Adventist, 1 Mormon.

CLIMATE: Moderate with temperatures seldom below zero or above 95°. Climate survey is based on weather records for 28 years indicating the following: 52.3° average temperature; average last freezing day, May 1; average first freezing day, October 7; average snowfall, 21.3 inches; average yearly percipitation, 36.75 inches.

COLLEGES: State University with 375 acre campus in northwest Middletown with an enrollment of over 16,000. Indiana Business College, located downtown in the Freund Building with an enrollment of 425.

CULTURAL FACILITIES: Art galleries at State Univ., Middletown Symphony Orchestra, Middletown Civic Music Assoc., and Middletown Civic Theatre. The Auditorium at the State Univ. schedules concerts, plays, etc., featuring renowned entertainers.

POPULATION CHARACTERISTICS: White, 91.5%, other 8.5%.

FINANCIAL DATA: Banks: 3 commercial, 19 branch; 2 building and loan associations, 1 branch; 26 additional loan firms. Per capita income: $2,809 ($266 above national average).

GOVERNMENT AND TAXES: Mayor-Aldermanic (9 council members), 125 firemen, 121 policemen. County: 3 commissioners and 7-member County Council. Township: Trustee, plus 3-member advisory board.

ASSESSED VALUATION: Middletown - $112,919,755
Center Twsp. - 37,632,965
Maryland Co. -233,369,715
(33 1/3% of true cash value)

TAX RATE: (1969) $10.19/$100 (Middletown).

HOUSING: Rental housing, both apartments and homes are available in a wide range of price brackets. The selection of houses for sale runs the entire spectrum of prices usually beginning at $15,000.

TRANSPORTATION: Railroads: Chesapeake & Ohio, Penn Central, and Norfolk & Western; Buses: Muncie City Lines, A.B.C. Coach, Trailways, and Indiana Motor Bus Lines. Airport: Allegheny Airlines and Hub Airlines with direct connections to Chicago and Indianapolis.

HOSPITAL: Ball Memorial Hospital, Indiana's largest community hospital outside of Indianapolis. It maintains a full accredited School of Practical Nursing, School for Registered Nurses, and clinical programs in training x-ray technicians and medical technologists.

INDUSTRIES: Industries in the Middletown area employing over 100 include Ball Corp., Broderick Co., Chevrolet-Muncie, Clevepak Corp., Colonial Baking Co., Corrugated Container Co., Creviston Steel, Dayton-Muncie Mfg. Co., Delco Battery, Duffy Tool & Stamping, Durham Mfg. Corp., Excel Mfg. Corp., Frank Foundries, Georgia-Pacific Corp., Indiana Bridge Co., Indiana Steel & Wire, Lift-A-Loft Corp., McCormick Bros., Marhoefer Packing Co., Maxon Corp., Muncie Gear Works, Inc., Ontario Corp., Owens-Illinois, Pepsi-Cola Bottling Co., Warner Gear Div., Warner Machine Products, Westinghouse Electric Corp.

LABOR: The Middletown labor force 1969 average totaled 55,400; unemployed, 3.0%.

LIBRARIES: 1 main public library, 4 branches. State University library.

MILITARY: National Guard, U.S. Army Reserve, and U.S. Air Force R.O.T.C.

NEWSPAPERS: Middletown Star and Middletown Evening Press. Both newspapers have AP, UP and INS wire service; AP and NEA telephoto service.

LOCATION: Middletown is located in East Central Indiana, 54 miles northeast of Indianapolis, the state capital. It is 8th in population in the state. Elevation: 949 feet above sea level.

RADIO & TV: WLBC: 1,000 watts, 1340 kilocycle channel, CBS affiliate. WERK: 250 watts, 990 kilocycle channel. WMUN is the FM station. WLBC-TV (Ch. 49): NBC, CBS, ABC networks.

RECREATION & PARKS: Theatres: 4 motion picture houses; 2 drive-in theatres. Bowling: 6 bowling centers. Swimming Pools: 1 public pool. Also pools at YWCA, YMCA, State University, Maryland Country Club, Green Hills Country Club, Springwater Park, Water Bowl, Holiday Inn, Travelodge, Halteman Village and Catalina Club. Youth Camps: Camp Red Wing, Boy Scout; Camp Munsee, Girl Scout; Camp Adventure, Boys Club; Camp Sing-A-Long, YWCA; and Camp Crosley, YMCA. Country Clubs: Green Hills, Delaware, Westbrook. Golf Clubs: Maplewood. Public Golf Courses: Crestview, 18 holes; Nayco, 9 holes par 3. Parks: 430 acres are included in 9 city parks which provide playgrounds and 6 social recreation buildings. Supervised Recreation Program: Year-round recreation program by Parks and Recreation Dept. Senior Citizen Center: provides activities for older people. Prairie Creek Reservoir includes picnicking, boating, swimming, fishing, sailing, skating and skiing.

SCHOOLS: Middletown Public Schools include 23 elementary, 6 junior high, 3 senior high, 1 trade school. Parochial: 2 Catholic schools, grades kindergarten - 6. Private: 1 - pre-kindergarten through 8.

UTILITIES: Sewage Disposal Plant: Municipally owned and operated. Water: Middletown Water Works. Electrical Power: Indiana & Michigan Electric Co. Natural Gas: Central Indiana Gas Co. Telephone: Indiana Bell Telephone Co. - Service also includes Yorktown, Gaston, Eaton, Albany, Anderson, Chesterfield, Springport and Middletown.

IV. How Might Our Schools of 2000 A.D. Function?

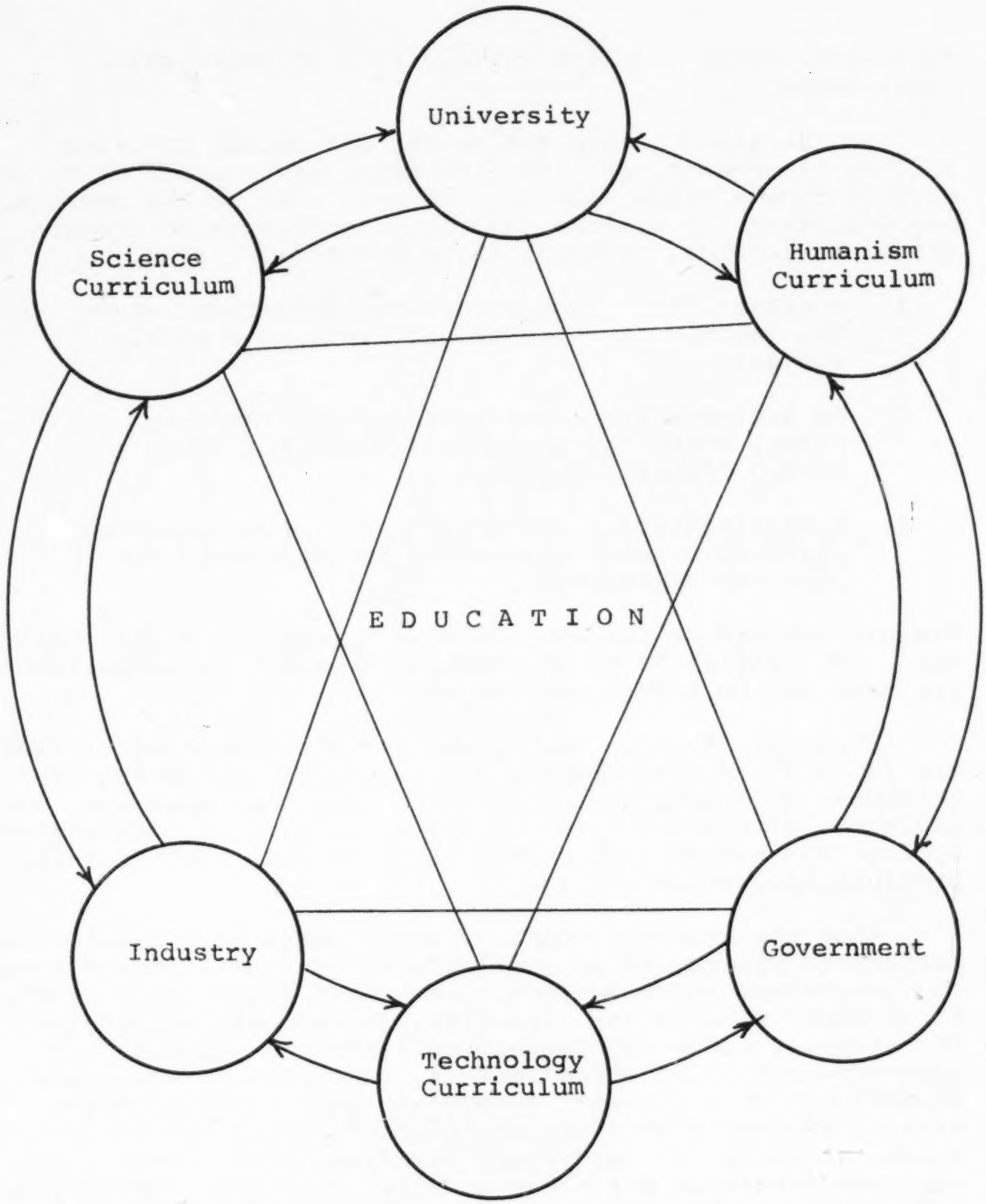
A few years before 2000 A.D., after absorbing the shocking news that Japan, West Germany, and Russia had all achieved Gross National Products larger than the United States', the American government, industry, and leading universities met to design and implement a conjoined educational, humanistic,

and technological thrust designed to regain America's economic first place among all nations. Two key points dominated these discussions: (1) the need to end discrimination, which has devitalized the economy, causing the country to be overburdened by welfare payments to illiterate, unskilled, and non-productive families; and (2) the need to overcome the enormous waste in human and material resources caused by duplication of services, failure to properly utilize facilities, as well as inadequate data on future projections.

From this meeting of national leaders has developed a master plan for tripartite conjunction between the university, industry, and government of the twenty-first century. Each may supply the other with data on needs for personnel, on problems, such as maintaining ecological balance on facilities, and on viable programs. This plan (see diagram on next page) represents a coordinated effort endorsed by the American people.

To achieve an effective tripartite, educators, socio-economists, presidential advisers, and industrialists examined fledgling pilot programs in large and small communities, enrolling pupils at age three in which children learn to read, to tell time, to comprehend the basic rules of language and to deal with squares of numbers, equations, factors, and exponents before the age of six. These children who successfully engage in the aforementioned activities come from typical and atypical American families. Tests of cognitive and affective development indicate tremendous growth. The euphemism "culturally deprived" in early education circles has lost its relevance. Equally outmoded is the once widely held belief in an age of "readiness." Nationwide early education learning centers modeled after the pilot programs now exist for all three to five-year-old children.

Since the primary school teacher no longer engages in reading readiness, he initiates children into a broad spectrum of facts about themselves--biologically, socially, and individually, as well as the world and the universe. The classes use programmed media copiously. After a brief orientation on how to operate tape recorders, TV cassettes, filmstrip projectors, and other learning aids, students regularly employ these devices. The teacher and his assistants, who serve one hundred children easily, monitor the use of the machines and they discuss with the children, individually and in small groups, concepts learned by each child. At least once weekly, a specialist in some technological, industrial, or governmental field takes a group of students to the


University
Science Curriculum
Humanism Curriculum
EDUCATION
Industry
Technology Curriculum
Government

Multi-activities Room for varied types of experiential involvement.

In the light of present needs, streaming, tracking, ability placements, and the like have been superseded by tripartite models which make up the major part of the present day education. A program for first through third graders exists nationwide, offering three options:

1. A traditional teacher-centered classroom, where the teacher has "omniscient" knowledge of his subject.

2. An individualized and personalized learning model, where the teacher accommodates individual learning styles.

3. A multicultural, bilingual model where children learn more about themselves through their own cultural experiences.

Parents may choose the classroom structure for their children. In evaluation of the models, however, no comparisons are made and no grades are issued.

Students who have conceptual difficulties benefit from the rapid strides of science and technology in making available most ingenious equipment which overcomes dyslexia. In addition, clinicians give individual help in solving psychological and social problems of young children before these problems become deep-seated.

When the students complete seven years of education, the tripartite program makes available to its participants rotating programmed introductions, along with field trips within three broad dimensions: industry, government, university. For example, industry students envision the multiple job opportunities in plastics, metals, electronics, etc.; government students acquaint themselves with urban planning, civil services, economics, legislation, etc.; the university students sample law, medicine, teaching, etc. Every student may participate in all three models: business, industry and university, or he may participate in only one or two.

When these students complete their tenth year of schooling, they may select one of the three broad areas of concentration from which to formulate a career choice. Each student is tested for potential aptitude in a general area. He

is apprised of his score and indicated potential, but he remains free to choose the area he prefers. It is worthwhile to note that plastics assembling is as prestigious an occupation as city management for the productive worker, and the country may still produce "self-made millionaires." Now that computers record the productivity of all employed citizens, salaries, increments, and promotions are based on what one does. Therefore, neither parental nor social pressures influence the choice as strongly as they once did.

What prompted these striking changes in the educational system? How does the English teacher fit into this scheme? What was the educational program like fifteen years ago? What will be its future development if current trends and philosophies continue? The National Council of Teachers of English surveying high school English teachers in 1964 found that only half had majored in English, two-thirds "considered themselves ill-prepared to teach composition and oral skills; 90% thought they were inadequately trained to teach reading; almost 50% admitted lack of confidence in their ability to teach literature and language." Almost all expressed a need for refresher courses and inservice training. (Professional Growth for Teachers, p. 2).

But these teachers wanted to learn and would gladly take courses during the summer or inservice if financial aid were made available to them. Institutes funded under the National Defense Education Act did upgrade teacher preparation. The universities and schools themselves initiated enrichment programs. Thus, when the tripartite master plan was begun, some teachers shifted from the old "lock-step," promotion bound, grade-a-year routine into the option models, while others re-educated themselves for different positions.

In the early 1970's, James Moffett, a scholar-teacher, shared the fate of Cassandra--to prophesy to unbelievers. But shortly before the fall of the GNP, a ground swell of parental determination to rend this "lock-step," to gain educational options for their children, and to unite in fostering productive, self-fulfilled citizens created an atmosphere for immediate change. For instance, school buildings, once single-purpose entities, have become truly community service facilities, housing clubs, physical activities, and adult classes. They also serve as repositories of computerized general data on citizens of the area, particularly students; on library holdings; and on projections for the future. Television tapes, stereo cassettes, films, and film strips for educational purposes may be borrowed from schools. More

importantly, the "sense of joy and love of learning" have returned to the educational system.

The field of English has, in James P. Moffett's words, become "the universe of discourse." Former English teachers are now discourse counselors who give individual guidance. These counselors meet certain criteria to qualify for the position:

1. Each demonstrates enthusiasm in relaying "know-that" material and in monitoring "know-how" endeavors.

2. Each has detailed knowledge of literature, composition, linguistics, and public communication.

3. Each employs communication media in a sequential, discursive manner.

4. Each knows the history and philosophy of American education. Today's educational philosophy, by comparison, may be summarized as: fostering productive self-fulfilled citizens.

5. Each engages in sensitivity training so that, as he relates to students, parents, government, and industry, he conveys professional capabilities to serve these groups.

The discourse counselor implements "a naturalistic language curriculum" which, according to Moffett, enables the student "to play freely the whole symbolic scale" of discourse. The counselor utilizes "drama" interaction between communicants, who are equal and whose relation is reversible. Students engage in experiential involvement, for "real learning is not accepting statements . . . [of others] but reorganizing constantly one's own inner field in an effort to match it with the field of study." (Moffett, p. 149). Creative structuring which grows from student production has eliminated books from student desks and lockers, for textbooks are used as reference tools.

Teaching the universe of discourse began as an uncomfortable experience for those steeped in traditionalism. But now both students and teachers share joyful self-fulfillment. With the new education comes a new freedom; yet, with a new freedom comes a heightened awareness; and from a heightened awareness, evolves a delight in knowing, in meaning, in being.

V. How Can We Prepare for the Future?

The social and cultural changes indigenous to compacted populations and the continued emphasis upon technological development will modify the educational patterns of our nation to fit the family changes as well as the social needs of our nation. The specific nature of the change will be determined by the reaction of specific communities. The role of the school may become the lock-stepped pattern of a highly restrictive centralization, or it may become the humanistic center for the development of the individual. Regardless of the ultimate role, the general emphasis of the school systems will, in all events, modify, hopefully, toward a system which is designed to bring joy and success to the learner and to his ultimate society. The roles of the teacher and of the student, hopefully, will develop the "good" of the nation as well as the self-fulfillment of the individual.

Any change, however, must depend upon the examination of the current situation and upon the trends which have established themselves. The citizens of Middletown, U.S.A. need to re-examine the past trends, to recognize the current status, and to determine the ultimate goals so that the community may elect to take that course which best suits its objectives. Middletown cannot merely wait for the future; it must examine the projections and work toward the social, economic, material, and educational needs and desires of the populus.

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Scenario IV

THE PERFECT PUBLIC SCHOOL SYSTEM, 2200

AN EDUCATION FICTION*

by

Pearl G. Aldrich

At the end of the twentieth century, a comprehensive social revolution took place in this country in which institutions, goals and procedures to achieve those goals, taken for granted for years, were rejected by the young people and questioned by the older. A major institution seriously disrupted and eventually destroyed during the last quarter of the century was the public schools. Sociologist David Reisman said, in a lecture recorded about 1969, that the unique aspect of this rebellion was that, for the first time in history, young people were not only questioning the school's authority, but also its right to that authority.

Critics of the public schools said that the K-12 programs did not equip graduates either for a job or university study, merely with a piece of paper and that piece of paper was the same for students who worked as for students who merely endured. Students said that their courses did not teach them how to solve their personal problems, achieve a psychologically sound identity, understand their role in society or communicate meaningfully in inter-personal relationships, but that they had to attend school because the stigma of "no high school diploma" was too disastrous to overcome.

English departments specifically came under heavy attack from all segments of the population for thirty years before they were finally destroyed. The major charges

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leveled against both composition and literature programs were that they were neither relevant nor useful, informative or interesting. Since English was required for graduation in all grades through high school, the outcry grew louder and louder; the resistance, stronger and stronger; the achievement, worse and worse; and the teachers, unhappier and unhappier.

Thoughtful, forward-looking members of the profession tried by lectures and books of analysis, blame, exhortation, inspiration, justification, new curricula, new grammars, new methods, new programs and a variety of examples in Summer Workshops and Institutes to vary, update and salvage the program. The Federal government even underwrote projects to redesign English curricula, and although these curricula were eminently useful when published, unfortunately little use was made of them even in the states where and for whom they were designed.

The minority labored valiantly, but failed unhappily because the majority taught the same old material in the same old way from the same old training with the same old attitudes. The Workshops and Institutes were too few, too late, too short and too weak to have much effect on English teachers trained traditionally. No matter how the curriculum was varied, course names changed or textbooks with new covers adopted; no matter how traditional time schedules were modified or students grouped and ungrouped by ability, age and psychology; no matter how much choice between several required English courses students were given; no matter how frequently and prestigiously representatives of the English speaking countries met, interacted and decided, nothing much changed in the majority of English classroom meetings, Monday through Friday, throughout the country.

A century later, in a diary salvaged from the holocaust in Black September, 2000, researchers discovered this prediction made by an ordinary high school English teacher: "If we don't do something to change the training of English teachers, make composition courses more immediately useful to the student, remove the dead hand of spurious scholarship from literature courses and make reading come alive for people, we're all going down the drain just like the required Latin and Greek courses."

This prophecy came true. From 1950 on, a negative cultural attitude toward schools generally, English specifically, hardened. In the face of continuous pressure and growing illiteracy, the voices of authority, one by one throughout

the country, announced that reading and writing were not necessary ingredients of the good life. Citizens could participate in "life, liberty and the pursuit of happiness" much better and more efficiently if they were not hampered by the number of years spent in English classrooms. Accordingly high schools dropped English graduation requirements from four years to two, then to none. Colleges and universities eliminated all composition requirements, but permitted a few elective literature courses to survive for the few deviates who somehow learned to read and persistently displayed their inability to adjust to the general culture. They and their instructors, of course, were shunned by the majority.

Actually the authorities who, between 1970 and 2050, said the general population no longer needed to read and write were entirely accurate. From the end of World War II, 1946, when primitive television sets became available in large quantities, the culture slowly and subtly encouraged an illiterate population. No matter how frequently printed words appeared on the television screen, a mellifluous voice always read them to the viewer. Newscasts featured pictures of men and women seated at desks reading about current events to the public. Street signs and traffic signals were slowly transposed from words to pictures, diagrams and figures. Department store merchandisers substituted color coding for words or price tags. Items on customers' bills were identified by combinations of figures, with appropriate pictorial legends appended. Restaurant menus were described as "more appealing" when food lists were replaced by photographs with prices beside them. The Post Office Department not only made up its long-standing deficit, but was reduced to half size as telephone calls, video transmissions and other electronic improvements replaced letter writing. Package delivery became the department's major concern. All monetary transactions were accomplished by a combination of verbal transmission and the use of coins in metals, plastics, nylon and various hard fibers, color and numerically coded. All factory production, maintenance and repair shifted to the use of schematic diagrams with color indicators and sketches of operational movements built into every piece of equipment. Sound signals singly, in combination with each other and/or color, easily identified vibrations, flashing or sustained lights in various shapes and sizes, made up the communication systems. Every home had the latest communication, storage and retrieval consoles, table, wall models and portable systems. From the time the average citizen, his wife and children arose until they retired, they truly had no need to read nor write.

For the majority of people, release from dependence on the written word released them from public school attendance as well. Compulsory school attendance laws were declared unconstitutional and revoked. Apprenticeship and on-the-job training became the usual road to employment, as in medieval times, with the only major difference in technology. The twenty-first and second centurites did not need alchemy to refine gold from base metals; they made gold very casually from chemicals and produced a harder, more durable metal.

What became of the professions, the doctors and lawyers, by the year 2100? They flourished, conducting their work verbally. After all, as they frequently said, they were just like you and me, with only a little more training; that's all. They went to college, as their ancestors did, but recorded their professors' video-taped lectures, replied by voice and video prints, were examined and prepared for graduation by whatever voice-picture transmission inventions their universities adopted. And so into their professional lives. Voice prints and electronic transmissions lifted the burden of spelling and punctuation from both boss and secretary, and storage space was consolidated to the utmost by smaller and smaller microprints of inventories, contracts and court proceedings, to name only three of the millions of items that no longer required reading and writing.

How did the children occupy themselves between birth and the age at which they were eligible for a job or college entrance? After Black September, 2000, when all the public schools and their faculties were demolished by explosives, the young people did exactly what they had been saying they wanted to do. According to a few written fragments that escaped destruction, several wishful statements were current for years before they became actuality. Some of them were the following: "We want to live the way we want to live. Not the way you (meaning the older persons in authority) tell us to."

"Everybody is different. Everybody is entitled to his own life-style, without anyone telling him what to do or making demands on him."

"These courses are for the birds, man. They ain't doin' me no good. I gotta right to happiness, y'know. Happiness my own way."

"If I don't feel like going to school or work and I wanna hang aroun' with my friends--go to the beach or listen to music or mess aroun'--that's what I'm gonna do."

"Life is basically social interaction, and any restraint that prevents interaction to the fullest and most creative that an individual can achieve is a sin against individuality. Worse than that, it is a sin against creativity."

After Black September, young people did exactly what they wanted to do; that is, whatever their impulses led them to spontaneously and creatively. They were truly self-determined, doing what they wished, as they wished, where they wished, spontaneously and creatively. Some older citizens observed that spontaneity and creativity seemed synonymous with idleness and non-stop gossip sessions, but they, of course, were old, some even over thirty, and that was sufficient indication of the value of their observations.

These older people, however, became increasingly uneasy as the twenty-first century slipped by. They noted with trepidation that Boredom Barometers in major cities reached and remained in danger zones for longer and longer periods, particularly during hot weather.

The first recorded hint of dissatisfaction with endless spontaneous creativity came in 2150, according to scholars. A tape of an unidentified voice of a person aged approximately 25 years, experts think, was discovered at an excavation. He said, "I don't know what's the matter with me. I find myself sitting alone for hours, doing nothing. I've got it all--sex, drugs, cars, music, friends--everything any normal person could want. But I'm not spontaneously creative. I keep wondering, is this all there is to life?"

Twenty-third century historians, looking back, identify this moment in the mid-2100's as the start of another major directional shift in the American culture, similar in magnitude, if not method, to the twentieth-century shift. Several institutions swept away in the twentieth-century rebellion, such as a national public school system, formal marriage and the independent family unit, were reestablished. They incorporated, of course, the enlightened attitudes and information that a century and half of Spontaneous Creativity had proven true, correct and in accordance with human nature, human goals, human interaction, human emotions and, most important of all, The Human Condition.

The new and improved institutions that we see around us in this Year of Perfection 2200 did not leap into being spontaneously, creatively nor full grown, as one would expect in an era of Spontaneous Creativity. When the older

citizens, still as spontaneous and creative as they had always been, noticed that younger members of their groups were pairing off and staying together permanently, the olders were shocked. "Was it for this our ancestors fought and bled for freedom on the barricades of Los Angeles, New York, Washington and even Indianapolis? To have you throw it away less than two hundred years later? Living with just one other person indefinitely is not only unpatriotic, it is immoral. No true spontaneously creative person could want that!"

The olders were even further shocked when they discovered that no amount of group interaction, meaningful communication, or even referral to Therapy Centers for life adjustment processes could sway these youngers. They even went so far as to leave the Group Pad and set up something known as "Housekeeping for Themselves." When the olders discovered where the youngers had found that repulsive phrase, their anger knew no limits. The phrase came from ancient artifacts known as "books," for which the key to understanding was an archaic and tyrannical skill, laboriously acquired, called "reading."

The olders then discovered that the archaic skills of reading and writing had been kept alive in the vestigial, atavistic fragments of English departments permitted to survive under the protection of the universities. Although their existence and activities were open secrets in their own communities, these strange, unaccountable people had been totally forgotten by the general population. When not only they, but their nefarious activities were unmasked, the uproar was deafening. People called for reexamination of the purposes of the universities and investigation of every department. Government officials threatened withdrawal of funds for support of research projects in which influences of the Reading 'n Writing Trash, as they came to be called, could be identified. Congressional and local investigating committees branched out into the cancerous areas to determine how best to limit and uproot these dreadful people, then stamp out their influence forever.

These investigating committees discovered that English department influence was not, after all, limited to the few deviates and curiosity-prone normals everyone had always thought. Why, they were undermining the whole country! Wherever one looked, he could see evidence of the English Conspiracy! No one was safe from their infiltration. From people recruited and trained on campuses throughout the country, fanatics, dedicated to serving masters who preached

intellectual slavery and destruction of the American Way of Life, returned to their own groups to sow seeds of dissension.

As one by one, English Practicing Groups, maintained by secret Citizen Councils, were revealed in greater numbers than anyone could possibly have estimated, people wailed in agony. "We send our children to the universities as spontaneous and creative beings, free to choose their own way of life as we did, and they come home contaminated, restricted and narrowed by Reading 'n Writing Trash."

When cooler heads pointed out that there was nothing inherently dangerous in reading and writing; that even our ancestors who fought and died on the barricades had known and participated in these skills, angers did not fade. When leaders of psychology and medicine announced that, following rigidly controlled tests, they could discover nothing addictive in even unlimited practice of reading and writing, the majority attitude did not change. Psychological Historians recorded that something very similar to that condition called a Generation Gap in the 1900's appeared again in the 2100's with the same consequences. What amounted to two cultures attempted to exist side by side, without always peaceful results.

National chains of Creativity Counselling and Spontaneity Centers sprang up to fill the gap that orthodox Therapy Centers could not. Counsellors were available around the clock for young and old alike. As people, mostly young, flocked to the new Centers, counsellors began to discover problems they could not solve with contemporary techniques. After all, they had no idea what to do with people other than occupy them with the same verbal group creativity they themselves enjoyed, but this no longer sufficed. Voice records from this era indicate the counsellors' growing frustrations as they detected something they called "lack of motivation to interact creatively in groups." The counsellors noted in their professional video journals that discontent was much deeper among the general population than estimated. Although Boredom Barometers had registered danger for many years, no one really had taken them seriously, but thousands of recorded sessions confirmed the accuracy of the level. People were just plain bored, they told counsellors. They seemed to be wasting their lives, sitting around in creative group interaction. This may have been sufficient for their parents, but now they wanted to DO something of importance to them, individually, until time for college, apprenticeship or retirement arrived. The recording quoted on page 71 seemed a forerunner of these sessions.

On the basis of this evidence, leading Interaction Psychologists conducted nationwide surveys and studies and, much to their surprise, discovered that the most contented people in the country were those who could read and write alone, without group interaction. Age made no statistically significant differences. Searches into university archives, government records and private collections were instituted to discover the secret. And from this small start, the Perfect School System of 2200 grew, utilizing the best from both past and present in organization, methodology and teacher training.

The Perfect Public School System is divided into two sections: Basic Schools and General Schools. Colleges and universities, which had never gone out of existence, continued as before, accepting people at a specified age, with or without prior school attendance.

The Basic School has one function--to teach three skills: reading, writing and arithmetic. The General School provides a great variety of formal courses and informal activities for readers and non-readers alike. People can choose one course or activity and devote their entire time to it, or they can participate in several. People can enter either school at any age, any time of the year, that need or desire stimulate them.

Both schools are organized on a voluntary attendance basis, with no required sequential progression, no examinations, no grades, no graduations and no diplomas. No extra rewards are given for regular attendance; no stigma attached for non- or sporadic attendance. Students can start and stop attending either school any time their circumstances or whims dictate. When or if they return from a long or short absence, they are placed in whatever Learning Group their competence indicates. People who attend consistently until their competence is established receive no special plaudits. Everyone is different, isn't he? Therefore his needs to attend or not attend are also different, and no fuss is made either way. Those who attend either school do so because they want or need a particular art, skill or body of information. People make their choices as they are free to do, and the school system cooperates by providing offerings all year.

Since Basic or General School attendance has no influence on a person's job or earning capacity, lives are neither stunted nor blasted by experiences or records in Basic or General School. Both teachers and students are "task oriented" and performance that is judged accurate, competent or sufficient

by both teacher and student is the only basis for concluding attendance in any given area. Both teachers and students report great personal satisfaction with this system--the student, because he has no fear of failure or other punishment for inadequate performance; the teacher, because he is released from all negative functions such as record keeper, disciplinarian, test and examination administrator, or grade awarder. The student can devote himself wholeheartedly to learning and the teacher to teaching. Readers and non-readers alike can find satisfactory experiences in the Perfect Public School System, year 2200.

Other benefits are accruing to the schools because of this new system: the major one, a positive, warm attitude toward schools generally, English specifically, never before known in this country. Also, because schools are not attempting to be all things to all people--parents, psychologists, moral judges, social arbiters, police agencies, status symbols, entertainment factories, public censors, to name a few of the functions that overloaded twentieth-century schools--they are not scapegoats for all public problems from hair length to murder. The schools are set to perform a limited function within society's structure and are not trying to operate in areas where they have neither control nor effect. As a result, teachers, students and the general public cooperate with a depth of understanding, respect and warmth unknown in any public school history.

Because renascence of the public schools started with the underground operation of English departments and their secret adherents, the success of the Perfect Public School System also is due to these people and their teachings.

During their two hundred years of eclipse and obscurity in the dark corners and back rooms of university campuses, English instructors had plenty of time for long and painful thought. They and the generations they trained in secret carefully searched and re-searched curricula records, student files and teacher training programs for clues to their failure. The instructors also observed closely the new generations of college students freed from compulsory attendance in English classes and compulsory reading and writing programs. The English faculties found that the youngers of the Spontaneous Creativity Age had much to offer and, as the older survivors of Black September died, their replacements adopted many of the group interaction techniques that they grew up with. Forgotten by the rest of the world, subject to no pressure other than their own dedication, English faculties tried,

analyzed, discarded, invented, and tried again every possible method of teaching and every imaginable sequence of courses to prepare and have ready a perfect system when that time came. The Perfect System is in operation now with easily observable results in literacy and contentment.

Two hundred years of trial and error are too bulky to reproduce here. The major premise is simply stated, however, and once that emerged clearly, the rest fell into place fairly easily. The major premise was discovered in an old dissertation dated about 1972, entitled, "A Curriculum for the Preparation of Teachers of Writing," and is contained in the following lines:

> Changing the high school curriculum is not the key to excellence or even literacy in reading and writing. No change will occur in our public schools as long as teachers are trained in the same old way. The only curriculum change, therefore, that will make differences in the achievement level of elementary and high school students is a change in the curriculum of teacher training colleges.

The entire English profession turned its attention to revising teacher training. They adopted the curriculum outlined for teachers of writing and extended its basic theories to teachers of reading and literature. All English teachers in the Perfect Public School System are trained according to this program which starts with rigorous and exacting screening. The few with sufficiently high levels of creativity and intelligence and an active, not passive, personality are honored by acceptance for English training. This training is fully documented in that old dissertation and other sources; the results are in the public schools.

The Basic Schools are two-thirds English faculty teaching reading and writing. Because people who want or need to learn to read and write can enroll in the Basic Schools at any time in their lives, Learning Groups start every month. Age makes no difference in grouping. An entering class remains together until an individual's progress indicates shifting to another group.

Given the heterogeneous ages of students in Basic Learning Groups, both simple and sophisticated materials are used. No one set of texts is ordained the only books that can do the job. Reading materials are dictated by individual tastes and levels of ability, as are the writing tasks. Both are

decided upon by student-teacher conferences. No specified level of achievement is required of the student after any given number of months or years of attendance. People learn either slowly or rapidly with neither reward nor punishment. They do what they can do as they can do it under competent guidance. As that old dissertation pointed out, given a willing student and a knowledgeable, reasonably humane instructor, any method will work. Competent, accurate performance is the only goal of these Learning Groups, no matter the time it takes.

Although more English teachers are employed in the General Schools than any other type of teachers, their jobs are vastly different from those of the twentieth-century high school English faculty. No separate English faculty exists. Writing and literature instructors are adjuncts to all disciplines involving reading and writing. Because complete literacy is attained in the Basic Schools, those who choose courses involving reading and writing in General Schools can, of course, perform without mechanical difficulties. Enrollment in anthropology, for example, automatically includes anthro-writing. Both the anthropology instructor and the writing instructor use the same materials, and the student writes about anthropology in various modes at the same time that he investigates its various aspects with the anthropologist. Both instructors, of course, confer about tasks, but neither is superior to the other. They are equal, although different. Each can go his own way, or they can cooperate. The result is coordinated programs of great flexibility that teach the students not only the information of the courses, but their inter-relationships.

This dual approach exists for all subjects chosen by people who can read and write. Biology and bio-writing, sometimes plus bio-art, go hand in hand. History and historical-writing, plus historical-art, historical-music, historical-novels, historical-films and many other combinations can be chosen by the interested, literate student. Visual parts of these programs, involving not writing, but oral composition adjuncts, are available to non-readers.

Many tri- and quadro-reading and writing programs are available also. For example, a combination literature-music-art-writing program is available for almost any subject. The student reads and composes in a combination of words, sounds and other symbols on film or other reproductive materials. The result can be played through various types of audio and video transmission.

Or a student may become involved in a mathematics program. In addition to working with the figure symbols, he also describes, explains and demonstrates in words, tasks set by the math-writing instructor. Some students animate the math symbols on film and other media. For every discipline, a writing adjunct is normal accompaniment. The programs provide an integrated literacy that pervades the lives of both students and instructors, enriching each personally and the culture in general.

Because hundreds of years of accumulated literature--poems, plays, novels, essays--is being reproduced from originals in university libraries and the Library of Congress, many literature courses are available to readers. These courses also have their writing adjunct, with film, music and art adjuncts part of the cluster.

The clustered adjunct arrangement provides every subject with varied approaches for the student to explore. Because this is the twenty-third century and technological inventions have outstripped even the most active twentieth-century imagination, the latest machinery in use throughout the culture is also in use in both Basic and General Schools. People in this era are reared with competence in using machines in all areas of life so that bringing portables to school or using school-owned models is casual and automatic. Writing and reading materials span the centuries from books to the latest film reproduction, from pen and paper to the latest typewriters and portable Linotype machines. Machinery is not the important part of these programs: ideas, thought processes and the resulting products are.

Although the leading edge of examples of the multifarious General School program dealt mainly with English oriented subjects, so many intellectual and physical combinations exist in which readers and non-readers mingle, that choices are limitless. Because students of all ages attend school as and when they wish, enrolling wherever and in whatever they need or are curious about, no discipline problems exist. Students know they don't have to attend school nor take any prescribed sequence of courses. They can attend Basic and General School at the same time, if they wish, or one or the other. Because no records are kept, no tests given, no diplomas awarded, both instructor and student can immerse themselves in their tasks. No more Perfect Public School System ever existed anywhere.